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ABSTRACT

Four issues of "The Forum," a publication of the New York State Federation of Chapters of the Council for Exceptional Children (CEC), contain the following major articles: "Integration, Mainstreaming or Inclusion...Who's On First?" (Tim Knoster); "Links to the Community: Why Inclusion?" (John B. Kish and Leslie A. Kish); "Integration of Preschool Children with Disabilities in Capital District Day Care Centers" (Jeanne Kozloski and others); "Children Who Are Ventilator Dependent" (Andrew W. Rothstein); "An Interview with Rosemary Crossley" (Heidi Reichel); "Facilitated Communication: Employing Research Results To Develop Ethical Practice Guidelines" (Michael Eberlin and Gene McConnachie); "Teaching Strategies for the Believer and the Skeptic" (Claude Call and others); "Facilitated Communication: Practice to Research" (John W. Jacobson); "Bilingualism and Special Education" (James Crawford); "Collaborative Models for Staffs Working with Limited English Proficient Students in General and Special Education" (Frances Segan and Nancy Lemberger); "How Can I Make the Shot When I Don't Get the Ball? Improving Academic Achievement by Increasing Active Student Response" (Rodney A. Cavanaugh); "Accommodating Children with HIV and AIDS in the Educational Setting" (Melanie Gardner); "Behavioral Intervention Strategies for Parents of Children with Autism" (Patricia Kennedy and others). Various news reports and reviews are also included. The program and registration packet of the 1993 New York State CEC convention comprise one issue. (DB)

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the FORUM

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Issue Topic:

INCLUSION

CONTRIBUTORS **PAGE**

MICHAEL GLOVER/President's Message 3

TIM KNOSTER/Integration, Mainsteaming or Inclusion. . .Who's On First?? 4

KISH & KISH/Links To The Community: Why Inclusion? 5

KOZLOSKI, MAY, PIERCE & JEWELL/
Integration of preschool children with disabilities in Capital District day care centers 7

PRE-CONFERENCE WORKSHOPS/Conference Information 9

ANDREW W. ROTHSTEIN, Ph.D./Children Who Are Ventilator Dependent 17

MATERIAL REVIEW/The Pre-Referral Intervention Manual 20

SPOTLIGHT ON CHAPTERS/Student Association 21

PAN REPORT 22

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President's Message

This issue of **The Forum** is dedicated to the topic of inclusion. While the issue of inclusion has generated much debate, argument and rhetoric, there is precious little thoughtful reflection by opponents or proponents regarding the impact inclusion might have on children. I would like to offer my observations of a child who suffered from a traumatic brain injury and was placed in a "regular" kindergarten.

"Jason" was a lively, inquisitive four-year old who loved playing outside. One day in the spring he was hit by a car. Jason's life hung in the balance for weeks and, when his condition improved, he was transferred to a treatment center for traumatic brain injured children near Albany. After months of lengthy rehabilitation, Jason was ready to go home. He could not communicate, was wheelchair bound, and had to be fed soft foods. He had intensive physical and occupational therapy needs. It was unclear how much he could comprehend.

Jason's parents wanted him enrolled in a "regular" kindergarten. School district personnel met with Jason's parents and the staff from the rehabilitation center. After much discussion a decision was made: Jason would attend kindergarten with a full-time personal care aide.

Thanks to a wonderful classroom teacher and support staff, Jason's multiple needs were met in kindergarten. However, perhaps the most satisfying aspect of Jason's education was the effect he had on his peers. Within days the boys and girls in his class were helping with his therapies, telling him stories and vying for the honor of helping him with his coat. Jason was truly a part of his class and taught his classmates the values of caring, patience and love. He, in turn, received nurturing and care from children who loved him unconditionally. Could there be a more important lesson for all children?

VIEWPOINT

The word inclusion evokes a wide array of responses ranging from fear, confusion and anger to acceptance, support and commitment. As special educators, we have the responsibility to dispel the fear, confusion and anger on the part of our colleagues, regular educators, administrators and parents. We can do this only when we have the knowledge and resources to help implement inclusive programs that are both appropriate and effective. We must model the acceptance, support and commitment needed to result in successful inclusive practices. Inclusion may sound like the latest "fad" in education, but a closer look at the movement supports the fact that it is a practice whose time has come.

Court battles have already ensued with the Federal Circuit Courts in California and New Jersey, respectively, ruling in favor of two different sets of parents who requested that their child be included in regular classes in their home schools. More specifically, and closer to home, the New Jersey case involved Rafael Oberti, an eight year old with a disability which the school district contended warranted placement in a restrictive setting due to disruptive behavior. This restrictive placement was deemed by the district to be a self-contained special education classroom located outside of the school district. The parents sought an inclusive placement in a regular classroom with special education and related services provided in this setting. As stated previously, the courts ruled in favor of the parents and ordered the school district to develop an inclusive plan for the students. jointly with the parents, which was consistent with I.D.E.A. and Section 504.

The issue of inclusion was recently addressed in San Antonio, Texas at the C.E.C. 1993 Annual convention. At the delegate assembly, the following policy statement was developed and released entitled: "CEC Policy on Inclusive Schools and Community." The following is an excerpt from this policy statement. The complete statement can be found in the Supplement to teaching Exceptional Children, Volume 25, No. 4, May 1993 sent to each C.E.C member in the spring.

(Continued on Page 19)

Integration, Mainstreaming or Inclusion... WHO'S ON FIRST??

by Tim Knoster
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from the author)

People are born ready to be included: however, many have learned to be segregated through a general lack of supports. The degree to which an individual can be included has nothing to do with their innate ability, but rather the degree of natural supports available and the sophistication of the support system in their school and community.

Consistently one of the most asked questions that I have responded to throughout workshops in the past few years has been "what is the difference between integration, mainstreaming and inclusion?" In my mind the differences are pretty explicit.

Briefly, integration involves the placement of someone (hopefully with supports) into a new setting with their nondisabled peers. While there are a variety of ways to describe the possible universe of setting, I prefer Dr. Doug Biklen's view when he talks about integration generally encompassing four areas... physical, community, academic and social contexts.

Acknowledging this makes addressing mainstreaming a relatively straightforward proposition. Mainstreaming... in its typical use at school... represents the academic portion of integration... also, an activity of placement. It should be understood that as such, viewing mainstreaming in isolation from other types of integration would be nearsighted when one considers the complexityof improving the quality of life of someone who has been traditionally excluded from typical settings. It is equally important to understand that "integration" or "mainstreaming" should involve supports to best ensure success for everyone involved in the placement. However, and unfortunately as is sometimes the case, placements can occur without adequate supports. This does not mean that the person being "integrated" or "mainstreamed" is, not capable, but rather that the support and service delivery system has failed.

Inclusion, on the other hand, transcends the notion of someone being "let in" to nurturing an acceptance of human diversity in our schools and ultimately our communities. Inclusion, unlike the two previously described terms, is not a placement, even though I do continue to hear statements in some schools to the effect of "he is partially included." This statement makes as little sense to me as describing a teammate as "partly on our team . . . he comes to practice three out of five days a week, makes one half of the games, and will be in sixty percent of our team photo." Inclusion, by contrast, is an outcome or byproduct of a process that involves integration with supports over time. How much time? How many supports? There is no one universal answer.

Perhaps an example, free from "disability," will help to clarify. If I relocate to your community by taking a new job, purchasing a home and enrolling my kids in the local school system, how long will it take until I feel included . . .or better yet . . .belong? Exactly, there is no way anyone, including me, could accurately predict this time frame. However, asking this absurd question helps to make the point. Acquiring a sense of belonging is a personal event . . . one that will not lend itself to formulas and strict time frames. Much like relationships, which make precious the human experience, acquiring a sense of belonging takes time and support. No one can structure it or make it happen . . . One person may feel as if they belong in a week, for another it may take a lifetime.

In my mind we can use the concept of belonging interchangeably with inclusion. Gaining a sense that one belongs and is included in meaningful ways in their community is probably one of the most important things that schools can support. You see, only through human connections can any of us truly meet our needs. Stated another way, the need to belong is one thing that we ALL share, regardless of our interests of abilities. Think for a moment about the child who struggles with communications skills and their peer who is on the forensics team. Despite their unique differences in communication skills, they share the basic human need to feel like they are accepted and that they belong. If our personal worth . . . or worse yet. . . our acceptance into our local community is contingent upon demonstrated skills, none of us could acquire a true sense of belonging. We would all become slaves to the pressure of always needing to achieve our best and not be granted the luxury of human error. Each team would have to win every game, each honor student would need to ace every test, and each person would need to constantly live under the pressure of losing their status . . . their virtual human value. . . upon failure.

The pressures our children will face as they enter the twenty-first century appear enormous. Collectively, we need to help to either establish or reestablish a sense of connectedness between our children. Schools need to nurture a sense of belonging for the sake of each individual child, and ultimately society at large.

Editor's Note: Dr. Tim Knoster serves as Assistant Director of Special Education for the Central Susquehanna Intermediate Unit, President of the Pennsylvania Chapter of the Association for Persons with Severe Handicaps (TASH) and co-chair of the Statewide Network for Inclusive Practices (SNIP).

Links To The Community

Why Inclusion?

John B. Kish
Leslie A. Kish
Albion Middle Street
Albion, New York

- Sixth grade students attending fourth grade P.E. classes.
- Sixth grade students going to a resource room and never having a science or social studies class.
- Being fourteen years old, in the sixth grade, and carrying around a copy of a second grade reader. Talk about self-esteem.
- Being told you can play with your friends, but you're not good enough to learn with them.
- Knowing that every day you have to leave the room even though you want to stay and learn with the others because it's interesting.

Why did we go to Inclusion at the Albion Middle School in grades five and six? Listed above are a few of the many reasons why we took a hard look at our existing programs and why we believe Inclusion should be a part of an education program.

A Rationale For Inclusion

We are responsible, as educators, to give all of our children the best education possible. Isolating our special education students from the rest of the student population is not the answer. Segregating students because someone learns "slower" or because they need special "tools" to learn, is no excuse. If this were so, then all people wearing glasses should be put in a separate room as they have been given an adaptive device to help learn; the gift of improved sight.

Children are entitled to an equal education when possible. We at Albion decided seven years ago that some of our children were not receiving this. We decided that all children have the right to be exposed to learning. All students need the opportunity to learn to the best of their abilities. To achieve this we have included our Option I students into homerooms with regular education students. We have included the special education teachers as well, setting up many opportunities for team teaching and cooperative learning and teaching.

The benefits have been many; better attendance, fewer discipline problems, more time on task, exposure of special education students to all curriculum areas, and better communication between regular education and special education teachers as well as students. Most importantly, however, has been the improvement in the self-esteem of the special education students. Many now consider themselves to truly be a part of the school and not an island unto themselves, isolated from everyone else in the building.

Are there problems? Certainly. Does Inclusion work? No question about it!

How To Get Started

When we decided to begin our Inclusion program, we felt we needed two important items. One was pupils (which we had an abundance) and the second was teachers, both regular and special ed., who were willing to teach in this program. We wrote our objectives and presented them to our principal and the CSE chair.

Money was not a factor since everything we used was already in the district. One special ed. teacher and two classroom teachers sat down and went over the CSE list. Pupils were allocated to a classroom according to needs. These needs were defined as being academic strengths, discipline concerns, testing modifications, etc.

These teachers then went over the regular ed. sixth grade class list and selected another group of pupils. These pupils were selected also on the basis of academic strengths, as well as social skills and the ability to adjust to changing situations. We expected our regular ed. students to act as leaders and as good role models. Pupils who willingly shared were necessary as cooperative learning was needed in this situation. With our list of two classrooms of pupils drawn up we then set up classroom schedules to use the special ed. teacher to the fullest extent.

The first year brought many surprises. We found pupils who had limited reading ability really succeed when given a chance to participate with modifications. We found that many of our regular ed. pupils had needs similar to those of special ed. We found that we had to modify our own teaching philosophies as well as our schedules. We fought with the CSE chairman as we walked a very fine line along the state guidelines.

The second year we decided to make sure our program met guidelines. Through the efforts of Ted Kurtz,Regional Associate (he encouraged), and Jackie King, also a Regional Associate (she encouraged and gave us advice upon advice), we progressed. We stretched and we twisted in our attempt to stay within the guidelines, but still made sure all of our pupils were treated equally without anyone's progress.

Key Elements To Consider

In setting up an Inclusion program there are a number of facets to consider. One of the most crucial areas is staffing. Volunteers are always preferable to draftees. Putting a regular ed. teacher and a special ed. teacher in the same room for an extended period of time raises questions not usually asked: Who is in charge? Who does the discipline? Who corrects the papers? Who does the planning? The questions are endless. In our experience, the successful Inclusion Team works as a team – both are in charge. Both discipline, correct papers and plan.

(Continued on Page 6)

Links To The Community

(Continued from Page 5)

The two adults chosen need to be flexible and yet assertive at the same time. They must be open to each other's suggestions, yet stand up for their own program. A good Inclusion Team models cooperative teaching for students to practice cooperative learning. This will not happen over night and there will be some trial and error as to which two people work best together. Staffing may need to be rotated after a few years or revamped as new people are added. We started with volunteers at one grade level (sixth) and eventually added staff and grade levels as we worked the kinks out of the program.

Ample time for planning is crucial and continues to be one of our major headaches. In the beginning, it was all planning on our own time. But as the number of staff and students have grown, the need for common planning time has also grown. Any long range planning requires an uninterrupted segment of time at regular intervals. As team members discover their strengths, planning time can be used to allow each to develop lessons and units collaborating with his/her partner. We are also cognizant of the need to meet with other Inclusion Teams at different grade levels, and while we have not resolved this problem, the need continues to exist.

As our numbers grew, we battled to keep our Inclusion rooms from turning into big special ed. rooms. For us a ratio of 1/3 special ed. students to 2/3 unidentified students has been successful. We originally had special ed. regular ed. and chapter students (those receiving federally funded Title I math and reading services) in the same room which proved to be unacceptable. Our second year saw us removing the chapter students and this made a world of difference within the room. Ideally we would keep our class sizes around 20-22, but realistically that isn't possible. We usually have 26-28 students in the room.

We anticipated opposition from parents and students that never really materialized. Special ed. parents and students were pleased to be a part of the classroom environment. Students were excited about carrying the same books, receiving the same report cards, and being in the same room with their friends. Parents, one reassured that IEP's were being followed, were happy that their children were no longer being isolated or singled out and removed to another location. Regular ed. parents and students were wonderfully accepting. Over 400 students have gone through the program and only five, all non-CSE, opted out of it. Most liked the idea of having two teachers involved. As a regular ed. teacher I found that special ed. teaching techniques worked wonders with my regular ed. students. My special ed. partner made me a better regular ed. teacher because she shared her skills with me. I hope the reverse is true.

Concluding Remarks

We still face staff opposition in certain areas. We are told that because we have CSE students we have less work, fewer responsibilities, and receive favoritism "from above". Believe me, we receive no favoritism! Our pupils and program earn the respect of others from year to year. As for less work and fewer responsibilities, well I wish it were true, but the "volunteers" aren't beating down the doors to be a part of this program. We might have avoided some to this animosity had we done an Inclusion presentation to our own faculty during the early years.

Don't expect Inclusion to cure all of your ills. It is not a panacea. It is, however, a highly effective method of blending special ed. and regular ed. staff, students, skills, and techniques into a program that can meet the needs of many in a less restricted environment.

****CALL FOR MANUSCRIPTS****

TOPICAL ISSUES TO BE INCLUDED IN *THE FORUM:*

FALL 1993
"FACILITATIVE COMMUNICATION"
SPRING 1994

"TRANSITION PROGRAMS"

FALL 1994

Integration of Preschool Children with Disabilities in Capital District Day Care Centers

Jeanne Kozloski
Deborah May
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The University at Albany
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As a result of the passage and enactment of Public Law 99-457, free appropriate public education has been mandated for all three to 21 year old children with disabilities; in addition, this law requires that the children be educated to the maximum extent appropriate with children without disabilities (Salisbury, 1990). In 1989, it was reported that over 300,000 three to five year old children with disabilities were served in school program (U.S. Department of Education, 1990). The number of preschool children receiving special education and related services is significant, and attempts are being made to serve these children in the least restrictive environment. Inclusion of children with disabilities into regular education programs at the preschool level is fast becoming a central concept within the educational environment (Bagnato, Kontos & Neisworth, 1987; Odom, 1987). Researchers have cited legal, ethical, and empirical reasons against maintaining segregated facilities, and have noted the benefits of integration to the children with and without disabilities (Bricker, 1978, Guralnick, 1981, Odom & McEvoy, 1988, Salisbury, 1990).

Most professionals involved in the education of young children agree that integration should begin in infancy or the preschool years. Taylor, Biklen, Lehr, & Searle (1987) described integration as the student's access to, inclusion in, and participation with others in typical school or community environments. For many preschool children, the typical community environment is a day care center, which is used for child care by many parents of preschool children.

Bagnato, Kontos, and Neisworth (1987) suggested that a merger between day care centers and services for children with disabilities would be one feasible approach to inclusion at the preschool level. While Templeman, Fredericks, and Udall (1989) noted that there was little current evidence about how well preschools or day care centers could serve children with disabilities, Gorelick (1973) reported that 83% of Los Angles preschools surveyed were willing to accept children with disabilities.

While this level of expressed willingness to serve children with disabilities is encouraging, other researchers have expressed concerns about the obstacles to integrating children with disabilities in day care centers. Concerns have been expressed about the lack of training for day care staff, expecting more of overworked, low paid staff, the attitudes of parents of children without disabilities, and how to integrate the special educational and related service goals of the children with disabilities into the day care programs (Rule, Stowitschek & Innocenti, 1986; Ontario Ministry of Community and Social Services, 1988; Templeman, Fredericks, & Udell, 1989).

In light of the need to serve children with disabilities in the least restrictive environment and the expressed concerns about this practice, the purpose of this study was to examine the integration of preschool children with disabilities into day care centers. Specifically, this study investigated the number of children with disabilities who were enrolled in Capital District day care centers, the willingness of day care centers to accept children with disabilities, the obstacles to enrolling children with disabilities, and the supports that would be necessary for the day care centers to meet the needs of children with disabilities.

Method

A survey was developed by graduate students in a seminar on early childhood special education and mailed to directors of day care centers in the Capital District of New York. All 85 day care centers listed in the Capital District phone book were included in the sample. The survey was printed on an oversized self-addressed, stamped 5" x 8" post card and was sent with a cover letter explaining the purpose of the survey, and assurances that the directors' responses were confidential.

Results

Thirty five surveys were completed and returned, a return rate of 41%. Of the 35 day care centers that returned surveys, 10 centers (29%) reported that they did not currently serve any children with disabilities, and 25 centers (71%) reported that they currently had children with disabilities. The total enrollment in all 35 centers was 2400 children, including 163 children (6.8% of the total enrollment) who were identified as having handicapping conditions. Eighty percent (n=130) of these children were identified as speech and language impaired, 9% (14) as emotionally disturbed/behaviorally disturbed, 5% (8) as hearing impaired, 2% (4) as mentally retarded, 2% as physically handicapped, 1% (2) as visually impaired, and less than 1% (1) as attention deficit hyperactivity disordered.

When asked to indicate their willingness to serve children with various handicapping conditions if adequate support was available, most centers (21 centers, 60%) were willing to serve children with speech and language problems. This was the only group of students that the majority of responding centers were willing to accept. Forty percent (n=14) indicated that they would accept children with hearing impairments, 34% (12) would accept children with visual impairments, 29% (10) would accept children with physical disabilities, 23% (8) would accept children with emotional and behavior problems, 20% (7) would accept children with mental retardation, 11% (4) would accept children with autism, and 3% (1) would accept children with attention deficit hyperactivity disorder.

(Continued on Page 8)

Integration of Pre School Children With Disabilities (Continued from Page 7)

Of particular interest were the obstacles listed by the respondents as interfering with serving children with disabilities. Surprisingly, the most often cited obstacles was no applicants, an obstacle identified by 9 programs. Five programs listed a lack of adequate facilities as an obstacle, five programs stated that a lack of qualified staff was an obstacle, and two programs were concerned about a lack of adequate support services. Two centers stated that serving children with disabilities was not the role of their program, and two centers indicated that serving children with disabilities would make it difficult for them to comply with licensing regulations. It was interesting to note that none of the centers reported a lack of acceptance or support from the parents of children without disabilities as a perceived obstacle.

When asked what services would be needed for the centers to serve children with disabilities, the four most often cited needs were for behavior management support/ training (22 centers), special education consultation/services (20), speech and language therapy/services (19), and curriculum modification assistance/training (19). Thirteen programs indicated a need for psychological services, 12 needed occupational therapy services, 11 needed adaptive equipment training, and 11 needed health care training. Six programs indicated needing extra staff, 6 needed nursing services, and 5 needed physical therapy services.

Discussion

In the programs represented by the respondents to this survey, 6.8% of the children were identified as having disabilities. Rule, Stowitschek, & Innocenti (1986) recommended that no more than 10% of the children in day care centers be identified as having disabilities, in order to allow for proper staffing. While the Capital District centers appears to be within this guideline, there are a couple of centers over this guideline which serve disproportionately large numbers of children with disabilities. Conversely, most of the responding programs are serving very few children with identified special needs.

As might be expected, the majority of children with special needs enrolled in these day care centers are those with speech and language problems. While these children certainly have many individual needs, they may not be perceived as being as handicapped as other groups of children with disabilities since their appearance and behavior are not obviously different. In addition, it is quite common for children to display variations in their speech and language abilities at this age, and the needed interventions may not be as intense as they are for other groups of children with disabilities. The willingness of day care centers to serve children with disabilities also reflects this avoidance of children with the handicapping conditions that may indicate to the providers more severe special needs. Less than 25% of the responding centers indicated a willingness to serve children with emotional/behavioral problems, mental retardation, or autism. Programs seemed somewhat more willing to serve children with physical or sensory disabilities, perhaps believing that their levels of needs would be more manageable.

Since the most often cited obstacle to enrolling children with disabilities was stated to be a lack of applicants, it will be important for future studies to examine whether this is the result of a lack of awareness about the possible use of day care centers on the part of the parents of the children with disabilities, or day care center staff discouraging applications from parents considering day care centers as potential programs for their children with disabilities. Given the frequently cited need for varied services in order for the centers to serve children with disabilities, some families may have questioned the ability of day care centers to meet their children's needs. It is hoped that recent changes to the State regulations about providing special education and related services to children within day care centers may facilitate the placement of more children in this typical early childhood program with the needed supports.

Training in behavior management, curriculum modification, adaptive equipment, and health care were all identified as possible areas for support. This is consistent with earlier studies (Templeman, Fredericks, & Udell, 1989; Johnson, 1986; Rule, Stowitschek & Innocenti, 1986) that reported training for day care staff as an area that must be addressed before successful integration can occur. This area of staff training can be approached through both preservice and inservice programs, perhaps training early childhood educators and special educators together. In addition, specialized training through a consultant teacher model when a child with special needs is enrolled in a day care center, should be yet another way to expand the knowledge and skills of day care center staff.

While the generalizability of this study is limited by both the limited geographic area surveyed and the relatively small sample size, it does indicate some practices and needs in day care centers. With the increasing movement for inclusion of children with disabilities into programs with typical peers, it is crucial to continue to examine the needs of early childhood programs. Special educators need to resist the urge to protect their "turf" and work creatively and cooperatively to try to assist the day care programs to meet the needs of children with disabilities.

(Continued on Page 21)

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CONVENTION HIGHLIGHTS

KEYNOTE SPEAKER
FRIDAY, Nov. 5th
JAMES CRAWFORD
author of
Hold Your Tongue: Bilingualism and the Politics of English Only
former Washington editor of Education Week

KEYNOTE SPEAKER
SATURDAY, Nov. 6, 1993
DR. NAOMI ZIGMOND
Editor of Exceptional Children
"Project MELD: Current Research on Inclusion"

Other Convention Highlights/Topics
Collaborative Models for Staff
Cooperative Learning Strategies for Special Education
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Albany Update

For More Information Contact:
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First Time Ever:
NYS Council For Exceptional Children
Pre-Conference Workshops

WHEN: Thursday, November 4, 1993
10:00 - 5:00 p.m.

WHAT: Sub-divisions in New York State are offering pre-conference workshops, in order to:

* Provide opportunities for in-depth training
* Foster increased involvement in existing sub-divisions, and perhaps promotion of new ones
* Try something new!!

WHO: All interested teachers, students, family members and administrators!

CURRENT OFFERINGS

CCBD: Council for Children with Behavioral Disorders
Subdivision
"The Culturally Competent Special Educator"
presented by Dr. Tom McIntyre and Dr. Herb Foster

TAM: Technology and Media Subdivision
"Technology Based Applications for Enhancing Literacy Skills of Students with Disabilities"
presented by Dr. Cindy Okolo

Full description of each of these sessions is provided below

SESSIONS ARE ALSO BEING PLANNED BY:

CASE: Council of Administrators of Sp. Ed.
DEC: Division for Early Childhood Subdivision
DLD: Division for Learning Disabilities

HOW: Cost of each preconference workshop is $35.00. This cost will go directly to each subdivision, for support of preconference costs, as well as fund-raising for future activities.

HELP US MAKE OUR FIRST PRECONFERENCE OFFERINGS A SUCCESS!!

Registration Form
due by October 15, 1993

Desired preconference workshop:

_____**CCBD** **(please make check out to NYS CEC 93: CCBD)**
_____**TAM** **(please make check out to NYS CEC 93: TAM)**
_____**DEC** **(please make check out to NYS CEC 93: DEC)**
_____**DLD** **(please make check out to NYS CEC 93: DLD)**

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NOTE: Workshops may have a minimum number of participants. If minimum is not reached by October 15, you will be notified by phone, and receive a full refund by mail.

Pre-Conference Workshops

Council For Children With Behavior Disorders NYS Subdivision Presents:

The Culturally Competent Special Educator

Workshop Description:

"Best practice" as promoted in college courses, inservice sessions and journal articles, is often contra-indicated for students from other than European-American backgrounds. Given the increasing cultural diversity in our schools and the over-representation of culturally diverse learners in special education programs, special educators must become skilled in addressing the needs and characteristics of these students. This activity filled workshop provides the needed training in the following sessions:

- A primer on cultural diversity for special educators
- Culturally different learning styles: Assessment & Instruction
- Culturally different behavior and values: Developing culturally sensitive behavior management practices
- Working with streetwise black adolescent males
- Strategies for increasing culturally diverse parents' participation in their children's special education programs

Biographies:

Thomas McIntyre, Ph.D. is a professor of Special Education at Hunter College in New York City. Tom is the president of the Teacher Educators of Children with Behavior Disorders and immediate past president of New York Council for Children with Behavior Disorders. He writes and presents widely regarding cultural influences on learning and behavior. Dr. McIntyre is the author of **The Behavior Management Handbook, A Resource Book for Remediating Common Behavior and Learning Problems,** and **The Culturally Competent Teacher: Teaching Students from Cultures Other Than Your Own.**

Herbert Foster, Ph.D. is a professor of education at the State University of New York at Buffalo. Herb is past president of the New York Council for Children with Behavior Disorders. He presents widely on behavior management and teaching streetwise urban black youngsters. Dr. Foster is the author of **Ribbin', Jivin, and Playin' the Dozens.**

FOR FURTHER INFORMATION CONTACT:
Dr. Tom McIntyre
(212) 772-4770

Technology and Media NYS Subdivision Presents:

Technology-Based Applications for Enhancing Literacy Skills of Students with Disabilities

Literacy instruction is a primary focus of special education services. Fortunately, technology offers many effective and exciting options for enhancing students' literacy skills. This workshop is designed for educators who are concerned about the development of literacy skills in elementary- and middle-school students with learning difficulties. In this workshop we will discuss technology-based applications, activities, and strategies that can: (a) assist students to practice component literacy skills, (b) provide motivation to read and write, (c) support literate behavior, and (d) develop new forms of literacy. Specific software programs and hardware options will be presented and supported with samples of students' work and recommendations for classroom implementation.

Dr. Cynthia M. Okolo received a Ph.D. in Special Education from Indiana University, where she was a Research Associate for a five-year study of the impact of technology in special education settings. She then served as Assistant Professor of Special Education and Remediation Clinic Director at the University of Illinois at Chicago. Dr. Okolo is currently an Associate Professor of Educational Studies at the University of Delaware and Faculty Director of the College School. She has served as Co-Director and Faculty Director for the 1991 and 1992 Summer Institute in Educational and Assistive Technology (SIEAT) at the University of Delaware. Dr. Okolo is President of the Technology and Media Division of the Council for Exceptional Children and has served in numerous national, state, and local intiatives related to technology and teacher education. She has published extensively in the area of instructional technology and disabilities and has served as a Research Associate, Project Director, or Principal Investigator for 10 projects funded by the U.S. Department of Education or private foundations. Her research interests focus on the impact of technology-based instruction of the learning and motivation of students with learning disabilities.

FOR FURTHER INFORMATION CONTACT:
Dr. Sharon Cramer
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2. Fill out form completely.
3. Make check or money order payable to NYS CEC Convention 1993. If vouchers need to be used, please contact Debbie Chicorelli (607 432-4909) directly prior to sending registration forms.
4. Mail form and payment to: Debbie Chicorelli, R.D. #1 Box 534, Oneonta, NY 13820 prior to October 15, 1993.
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2. **Non-CEC members registering for the convention:** Individuals who include a completed CEC member form (a copy of which is in this issue of the Forum), along with a separate check made out to CEC for the appropriate amount, may register for the convention at CEC member rates.
3. **CEC members attending the convention:** If you recruit a new CEC member who also attends the convention, enclose the new membership application, check, and conference registration materials for both you in one envelope. You will receive a $10 rebate on your convention registration cost, to be paid to you in cash at the convention. **NOTE:** Only one $10 rebate per CEC member.

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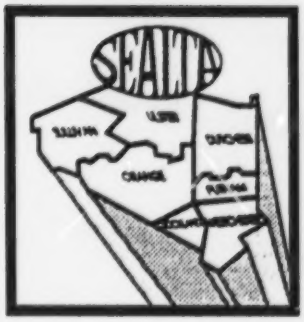

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Children Who Are Ventilator Dependent: Educational Practices

Andrew S. Rothstein, Ph.D.
Henry Viscardi School
Albertson, New York

Introduction

The number of children with clinically identified severe physical disabilities is expected to continue to rise (Lynch, Lewis, and Murphy, 1993). Lynch et al. also found that school districts have identified a number of barriers to the provision of services to severely physically disabled children. School systems will continue to face the responsibility of educating an increasing number of children who require ventilator assistance to breathe (Czaja, 1990).

Trends

Until recently, most children who were ventilator dependent were hospitalized (Campbell, Cohen, and Rich, 1987). Gradually, as technology has progressed, more of these children have been permitted to return home. With the recent advances in the application of medical technology, children who are ventilator dependent can now safely travel to and from school (Czaja, 1990).

In 1988, a national study of children who were ventilator assisted found that home care for ventilator assisted children became an increasingly attractive alternative to hospital care as the home was a more desirable setting for the child and less costly to the family (Aday, Aitken, and Wegener, 1988). The development of portable ventilator units increased the likelihood that children who were ventilator assisted could not only live at home, but would be able to attend schools. Public Law 99-457 extended public special education to children ages 3-5. For children who are ventilator dependent, school based education may be less restrictive than home based instruction (Palfrey, Walker, Haynie, Singer, Porter, Bushey, and Cooperman, 1991).

Case Law

Of particular relevance to the education of children who are ventilator dependent, are a series of court cases that have been defining the obligation that school districts have to provide medical services as related services. The Supreme Court established the school district's obligation to provide some medically related services in **Irving Independent School District v. Tatro** (1979). In this case, the Supreme Court ruled that catheterization was a "related service" necessary for a child to benefit from a free and appropriate education and must be provided by the school (Alexander & Alexander, 1985).

In a precedent setting case involving a child who was ventilator dependent, **Detsel v. Board of Education of Auburn Enlarged City School District** (1986), the United States District Court, N.D. New York, ruled that a school district is not required to provide constant nursing care for a severely physically disabled child. The court found that, as nursing care was required to protect the child's life and the training required was beyond the competence of a school nurse, the care required constituted medical treatment and not a related service. The view of the court was that the Education of the Handicapped Act specifically excluded school districts from providing medical services.

Another New York case is currently relevant to the inclusion of a child who is respirator dependent in school. The case involves a child who is ventilator dependent and the school district is refusing to pay for personal nursing services (Newsday, 1991). An additional issue in this case is the obligation of Medicaid to provide nursing services while the child attends school.

School Responsibilities

Although Aday et al. (1988) found that home care might be less stressful than hospitalization, they suggested that home care for children who are ventilator assisted tends to be very stressful on the affected family and child emotionally, economically, and socially. As school districts plan to serve children who are ventilator dependent, pedagogical and familial studies indicate that bringing these children into a school may relieve some of this stress on families (Aday et. al., 1988).

Thus, advancing technology, legal obligations to place children in the least restrictive environment, and the significant need for support for the affected families, point to the importance of school districts making every reasonable effort to educate children who are ventilator dependent in schools rather than in homes and hospitals.

Issues to be Considered

Aday et al. (1988) identified the following as significant points related to the education of children who are ventilator dependent (a) the complexity and needs of children who are ventilator dependent places significant demands on the organizational structure of the care provider, (b) the training school districts require to accommodate children who are ventilator dependent in schools is very high, (c) the plan to provide services to children who are ventilator dependent in school has to be comprehensive, including issues involving the family, (d) constant adjustments by the teacher or curriculum specialists have to be made to allow children who are ventilator dependent full access to an appropriate education, and (e) highly trained personnel are needed to be able to meet these standards of care.

School districts may be required to employ staff who may not be readily available in the school district's vicinity or may be available only at relatively high costs when compared with teachers and other staff.

The difficult challenges presented by children who are ventilator dependent are just beginning to be addressed. Among the issues remaining to be dealt with are the financial educational, and legal obligations of school districts to provide sophisticated nursing services to children who are ventilator dependent. Children who are ventilator dependent and are sent to school must be safely transported and they must be served appropriately in the educational

(Continued on Page 18)

Children Who Are Ventilator Dependent

(Continued from Page 17)

setting, which may include health care workers. The level of expertise this requires of staff who will serve and educate these children may be beyond most of the current staff.

Existing Guidelines for Care

Palfrey, Haynie, and Porter (1989) published basic guidelines for care of technology assisted children. In the section on respiratory care, Palfrey et al. covered many basic safety and care practices for nasal cannlula, oxygen masks, tracheostomies, and ventilators that may be useful to schools. They recommended that ventilator care be supplied by registered nurses or respiratory therapists trained specifically for the needs of each individual child. Palfrey et al. noted that the care providers must be familiar with the child's level of dependence on the ventilator and be trained in cardiopulmonary resuscitation (CPR), cleaning and maintenance of tracheostomies, and manual ventilation in case of ventilator breakdown (AMBU).

General guidelines for working with medically fragile children may be applied to children who are ventilator dependent. Campbell et al. (1987) stated that the basic strategies for meeting the needs of medically fragile children are (a) understanding their needs and rights, (b) facilitating communication, (c) fostering mutual support by increasing opportunities for contacts with other families in similar circumstances, (d) providing specific information to families and service providers, and (e) facilitating problem solving.

To properly administer the specific care for ventilator assisted children Palfrey et al. (1989) recommended the assignment of a health care coordinator and a seven step process for preparing for the arrival of the child in school. The seven steps were (a) holding a pre-planning meeting before the family arrives, (b) a planning meeting with parents and all appropriate school personnel, (c) training sessions to assure that an appropriate educational setting is available, (d) an information meeting of all appropriate staff to inform the staff of the child's arrival and to deal with staff concerns, (e) general staff training covering the child's condition, the health care plan, emergency care, and transportation, (f) child specific staff technical training, and (g) follow-up. While these guidelines provided a useful starting point for schools to meet the requirements of children who are ventilator dependent, there appears to be a need for more specific analysis. This article addresses part of this problem.

Extent of the Problem

There are no reliable statistics on how many ventilator assisted children are currently attending school. However, there are such children currently attending school and there are currently studies underway to gather more data.

In order to advance our understanding of current placement and related services practices for children who are ventilators assisted, the staff at Henry Viscardi School conducted a survey of school districts in New York City, Nassau, Suffolk, and Westchester counties. The combined student enrollment of the New York metropolitan area exceeds one million children.

The four areas that were the focus of the survey were (a) the number of school age children who were ventilator dependent currently living in the metropolitan area and these children's educational placements, (b) the related services that were being provided, (c) the extent and nature of the children's disabilities, and (d) the basic components of the health plan for safely working with children who were ventilator dependent.

Questions regarding the placement and related service corresponded to the decisions that are required by a committee on special education under the Regulations of the Commissioner, Part 200 in New York State. Committees for special education were required to classify children has having certain disabling conditions, then determine placement and related services based upon the child's individual needs. The questions regarding the health plan corresponded to the recommendations made by Palfrey, et al. (1989).

Survey

The survey was designed to obtain data on (a) the number of children in the New York metropolitan area who were ventilator dependent, (b) the educational placement of those children, (c) the physical condition that resulted in the children's ventilator dependence, (d) any additional disabling conditions the children had (e) the extent of the services provided to the children in terms of staffing, emergency protocols, and procedures.

Procedures

One hundred ninety-two surveys were sent out to local Committees for Special Education in New York City, Nassau, Suffolk, and Westchester counties. One hundred three of the surveys were returned for a sixty-four percent rate of return. Of those returned, nine school districts reported having children on ventilators. Thirty-one of the returned surveys came from Westchester county, thirty-nine from Suffolk county, nine from New York City, and forty-four from Nassau county. The low rate of return from New York City may have been the result of the Board of Education's practice of transferring their children who are ventilator dependent to a special district set up at Goldwater Hospital. The study included data from those children placed in the hospital. Because New York City's data was reported by one district, eight of the nine districts reporting having children on ventilators were suburban school districts.

Results

Nineteen children were identified in nine school districts as being ventilator dependent. Of these nineteen, two children were on home bound instruction, four were in a hospital setting with an educational program on premises, five were placed in a private state supported day school, three were placed in special education classes in public school districts, and four were placed in mainstream public education programs. Of these children, six were living in a hospital.

(Continued on Page 23)

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Viewpoint *(Continued From Page 3)*

"The Council for Exception Children believes all children, youth, and young adults with disabilities are entitled to a free and appropriate education and/or services that lead to an adult life characterized by satisfying relations with others, independent living, productive engagement in the community, and participation in society at large. To achieve such outcomes, there must exist for all children, youth, and young adults a rich variety of early intervention, educational, and vocational program options and experiences. Access to these programs and experiences should be based on individual educational need and desired outcomes. Furthermore, students and their families or guardians, as members of the planning team, may recommend the placement, curriculum option, and the exit document to be pursued.

CEC believes that a continuum of services must be available for all children, youth and young adults. CEC also believes that the concept of inclusion is a meaningful goal to be pursued in our schools and communities. In addition, CEC believes children, youth, and young adults with disabilities should be served whenever possible in general education classrooms in inclusive neighborhood schools and community settings. Such settings should be strengthened and supported by an infusion of specially trained personnel and other appropriate supportive practices according to the individual needs of the child."

This topical issue is a glimpse at Inclusion in New York State. Interestingly enough, in such a large state, few responses were elicited in our call for manuscripts on this topic. As editor, I am confident that there are many inclusive programs operating throughout the state, and am committed to disseminating this information to our readers. If you are involved in any inclusive programs, please contact me at the address listed in the cover of this issue. I am still interested in highlighting such programs in future issues of **The Forum.** Inclusive practices is a topic which our readers need to learn about in their individual efforts to develop and support effective programs for students with disabilities.

Diane P. Cavanagh, Ed. D.
Editor, **"The Forum"**

Material Review

The Pre-Referral Intervention Manual:
The Most Common Learning and Behavior Problems
Encountered in the Educational Environment,
Stephen B. McCarney and Kathy Cummins Wunderlich,
Columbia, MO: Hawthorne Educational Services, Inc.,
1988, 470 pp. $30.00, paper

The field of special education has been undergoing a major shift in focus over the last decade. This shift involves a redefinition of special education service delivery away from the notion that special education is a place and toward special education as a series of instructional support options. With this redefinition has come an emphasis on prereferral intervention strategies to address learning and behavior problems in the regular education setting. The **Manual** was "developed in response to request for intervention strategies . . . by regular educators in their classrooms (p. 4). The timeliness of this manual, in light of the ever increasing numbers of children with disabilities returning to the regular education class, is noteworthy.

The book is divided into three sections including an introduction by the first author, a section on the use of the manual and an extensive section on interventions. The interventions section is further divided into thirteen areas addressing academic and related skills and social/behavioral skills.

The academic and related skill areas address memory, abstractions, generalizations and organization, listening, speaking, reading, writing, numbers, mathematical calculations and academic performance. The social/behavioral areas are broken down into interpersonal relationships, depression/motivation, inappropriate behavior under normal circumstances, rules and expectations and group behavior.

Within each of the particular areas mentioned above the authors have identified specific deficits and a menu of intervention options from which to choose. In total, 193 behaviors have been identified. The intervention options represent positive, concrete activities that a teacher may implement to address the deficit identified as problematic.

An Appendix is included that outlines methods of preventing behavior problems, methods of adapting academic tasks, a reinforcer survey with accompanying menu of individual and group reinforcers, a set of rules to govern behavior in various school environments, sample group contingency and behavior contracts, parent communication and student conference reports.

Overall the manual is very good. It pinpoints specific behaviors encountered by teachers on a daily basis. The behaviors identified, however, should be carefully scrutinized in terms of the degree to which they are actually problematic. For instance, in the section on mathematics, working a math problem from left to right instead of right to left is included. In identifying this behavior as a problem, the authors have failed to take into account the use of alternative arithmetical algorithms in calculation. Many people, this reviewer included, use alternative algorithms as a matter of course with accurate results. This is a comprehensive manual appropriate for use by regular and special education teachers faced with challenging academic and behavioral needs of students. For the beginning teacher it would serve as a valuable tool in managing the learning environment of students.

Reviewed by: Teri L. Burcroff, Ph.D. Dr. Burcroff is an Assistant Professor in the Department of Special Education and Rehabilitation at East Stroudsburg University, East Stroudsburg, PA 18301.

Professional Connections

Upcoming Conference

"Cultural Diversity: Working together differently in psychosocial rehabilitation," Conference of the International Association of Psychosocial Rehabilitation Services. 7/26-30. New Orleans, LA. Contact Lorraine Pitts at 504/524-2841.

Professional Opportunities

The Department of Special Education at Hunter College has received a federal grant to train bilingual special education teachers at the master's degree level and is looking for individuals fluent in English and Spanish. If interested, contact Marsha Lupi, Dept. Special Education, Hunter College, 695 Park Avenue, NYC 10021 (212) 772-4701). Additionally, a tuition-free program to train special educators of incarcerated youth may also start in September. A list of interested individuals is being formed. Contact Tom McIntyre at 212/772-4770.

The following school systems are seeking special education teachers in all areas of exceptionality: New York City (718/935-3515); Providence, RI (401)/456-9223); Tuscon, AR (602)/577-5080); Boise, ID (1/800/247-0193); South Texas (512/ 383-0839); Hawaii (808/586-3420). For more openings or opportunities for tuition-free graduate study, see "Professional Opportunities: in **"Exceptional Children."**

Spotlight On Chapters: Student Association

Student CEC has done an outstanding job in communicating with other student members and initiating exciting ideas and programs. This year's officers deserve a vote of thanks and recognition for their hard work. They are as follows:

Debbie Zellinger, *President*
Katy Steinwachs, *Vice President*
Patty Crandall, *Treasurer*
Bette Anne Domicili, *Governor*

Faculty Advisor, Dr. Judith Bondurant-Utz has been very supportive and helpful to SCEC as she ends her term as advisor.

Student CEC is a very important part of the New York State Federation of Chapters. They are the future leaders in the field of special education and need the nurturing and mentoring of CEC members who are currently in the field or have since retired. Student chapters are part of the special education or general education departments in colleges and universities. They are a valuable resource to teachers since much of their time is spent volunteering in order to gain experience working with children with special needs.

One of the primary goals of this years Student CEC was to keep communication open between student chapters. Their newsletter "The I.E.P.", has been very successful in creating a network between chapters so that students from all over New York State can share ideas and information. Student members are invited to submit book reviews, conference experiences, student teaching tips, chapter events, etc. These new items help keep members actively involved in issues and trends in education.

Another effective activity developed by this year's Student CEC was the development of the "Student CEC Best Chapter Award." This award was developed to thank all the local chapters in New York for their hard work. It was designed so that individual chapters could be recognized for the special things they do to promote quality education for students with special needs. Student CEC member Kathleen Steinwachs, coordinator of this project, states that "honoring a particular chapter, will allow them to serve as a role model for other chapters to follow."

Student CEC members are dedicated to becoming excellent special educators. They strive to learn everything that they can about the field in order to use their new skills in student teaching and finally in their new teaching jobs. Officers Debbie Zellinger, Bette Anne Domicili and Patty Crandall attended the National CEC Convention in San Antonio, Texas on April 5-9. These students attended presentations, workshops, receptions and roundtables that dealt with current issues in special education. Many of these sessions were presented by key leaders in the field such as James Ysseldyke, Ann Turnbull, Lynn Fuchs, and Margo Mastropieri to name a few. These students also attended leadership training activities sponsored by CEC representatives from Reston.

Integration of Pre School Children with Disabilities

(Continued from Page 8)

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Would you like to be a leader in Student CEC?

New officer positions will be opening for next year. This is the perfect opportunity to become an integral part of New York State Student CEC.

If you are interested in becoming an officer for next year, please contact:

Debbie Zellinger &
Bette Anne Domilici
135 Fordham Drive
Buffalo, NY 14216

PAN: Political Action Network Report

US Congress

The 103rd Congress is in session. This Congress includes a large number of freshman, however many of them are not new to policy making as they have served at the state level. If interested, contact me for updated committee lists for the House and Senate.

The House has reorganized its subcommittes and the Select Education of the Subcommittee of the Education and Labor Committee has been given responsibility for all civil rights legislation in addition to its current responsibility for special education and rehabilitation.

Congressional Action

Family and Medical Leave. The new Congress passed the Family and Medical Leave Act. President Clinton signed the bill into law on February 5, 1993. This Act, PL 103-3, gives employees of companies with more than 50 employees the right to take up to 12 weeks of unpaid leave for family or medical emergencies, including the birth or adoption of a child.

Reauthorization of the Elementary and Secondary Education Act. Hearings have begun by the House on the reauthorization of the Elementary and Secondary Education Act.. This act encompasses Chapter 1, the Jacob K. Javits Gifted and Talented Students Education Act, the Bilingual Education Act, the Migrant Education Act, the Indian Education Act, and other critical elementary and secondary education programs. The Senate will begin hearings in April. Stay tuned for more information and be prepared to respond.

Point of information. Ever wonder how Public Laws are assigned numbers (e.g. PL 94-142)? Believe it or not, Congress has a system to keep track of all bills. As this is the 103rd Congress, each bill will be preceded with the number 103 and followed by the sequential number of the bill as it is presented in Congress. Hence, PL 103-3 refers to the third bill received by the 103rd Congress and PL 94-142 refers to the 142nd bill received by the 94th Congress.

US Department of Education

SED Terminology. The Department of Education published in the February 10, 1993, **"Federal Register,"** an "Invitation to comment on the Regulatory Definition of 'Serious Emotional Disturbance' and the Use of this Term in the Individuals with Disabilities Education Act." The change in terminology from SED to Emotional or Behavioral Disorders (EBD) was to have been included in the Vocational Rehabilitation Bill this past summer. The proposal was pulled from the bill when the National School Boards Association voiced objection. It is extremely important that individuals respond to the notice to support the changes. Address your comments to:

Ms. Martha Coutinho
US Department of Education
400 Maryland Avenue, SW
Switzer Building, Room 3522
Washington, DC 20202-2641

It is also vital that copies of correspondence to the Department of Education be sent to the Congressional chairpersons having jurisdiction on this issue. They are:

US Representative Major Owens
518 House Annex 1
Washington, DC 20515
US Senator Tom Harking
113 Senate Hart Office Building
Washington, DC 20510

Note that Major Owens is our special representative from New York. To help you in your efforts, the Mental Health and Special Education Coalition has prepared several fact sheets. Please contact me for this information.

Head Start. New rules pertaining to performance standards for services to children with disabilities in the Head Start Program were published in the 1/21/93 issue of the **"Federal Register"**. The new rules require Head Start Programs to:

- design comprehensive services to locate, recruit, and serve children with disabilities and their families;
- develop an IEP for each child who meets eligibilty criteria;
- screen children for disabilities within 45 calendar days after the programs start in the fall;
- use disability definition in IDEA to determine eligibility for special education and related services;
- designate a coordinator of services for children with disabilities;
- finalize any IEPs within 30 days after the determination that the child has a disability and begin to offer services as soon as possible after IEP has been approved.

The new rules address many other issues and includes an appendix offering guidance on providing services to children and youth with disabilities. For more information or a copy of the new rules, contact:

Wade F. Horn, *Commissioner*
Administration on Children, Youth and Families
Administration for Children and Families
PO Box 1182
Washington, DC 20013 or call 202/245-0572

Unless otherwise specified, direct all concerns to:

Dr. Sharon Raimondi
PAN Representative
760 Lawrence Avenue
East Aurora, NY 14052
(716) 652-8563 (home)
(716) 878-5311 (office)

Children Who Are Ventilator Dependent

(Continued from Page 18)

Five of the children who were ventilator dependent were reported to be mentally retarded and one was blind. Nine of the children in the survey had a neuromuscular disorder, five had bronchopulmonary dysplasia, four had a traumatic spinal cord injury, and one had spina bifida.

All of the children in the survey were receiving nursing as a related service. Additional related services were as follows:

Related Service	Number
Physical Therapy	14
Speech Therapy	9
Occupational Therapy	12
Low Vision	1

All of the children in the hospital and the state-supported private school had emergency protocols that included access to emergency hospitalization, a reserve respirator on site, a school medical officer, a personal physician, and respirator therapist.

The plans for the children in the public school settings were not as thorough. One plan lacked availability of contact with a school medical officer or respirator therapist. One school did not have more than one person trained on the respirator to provide emergency services in the event of power or equipment failure.

Discussion

The number of children who were ventilator dependent identified in the study appeared to be an accurate representation of the total of school age children who were ventilator dependent in the New York metropolitan area. Children in the New York City Public Schools tended to be centralized in one hospital setting for residential purposes, and their educational services provided at certain off- site schools. Suburban children were not grouped by residence, but tended to be appointed to schools that had specialized treatment and medical services available.

There was reason to believe that there was a growing number of children under the age of five who were not counted in this survey, but who will be entering the public school system in the coming years. Medical practice and technology have made the introduction of ventilator use more likely.

Children who were ventilator dependent as the result of bronchopulmonary dysfunction were more likely to require ventilators at an early age than those who suffered traumatic injury and neuromuscular disorders in later years. The use of ventilators on children with neuromuscular disorders children appeared to be introduced earlier in the lives of these children because their use has been found to provide improved health and reduce stress.

Conclusion

Presuming that these trends continue, school districts can anticipate that their ability to understand the nature of dependence on a ventilator and other medical technology will have to increase. It might be advantageous for school districts to identify the resources available in analyzing the needs of children who are ventilator dependent. Included among these resources should be medical and legal experts, and school officials with experience educating children who are ventilator dependent.

Toward this end, school districts might identify specific staff within their district who will become familiar with the range of issues associated with ventilator dependence. This staff would be responsible for developing the district guidelines for the education of children who are ventilator dependent and become members of the committee for special education when appropriate students are referred for services.

In addition, school districts can anticipate that ventilator dependence is a rapidly evolving field and that on going staff development will be required to see that staff is engaging in the best available practices.

The successful integration of children who are ventilator dependent has begun. The goal of the educational community should be to improve its communication with the medical community to enhance each other's knowledge and to seek ways of sharing information that can result in better services for children who are ventilator dependent. This may enable children who are ventilator dependent to live a more normal life outside of the hospitals to be educated in the least restrictive environment, which is their right.

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PROGRAM & REGISTRATION PACKET

CONTRIBUTORS **PAGE**

Sharon Cramer/President's Message 3

Election Results 4

PAN Political Action Network Report 5

Program and Registration Packet 7

Registration Forms 16

Pre-Conference Workshops 17

Call for Participation 33

Membership Application 35

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Dr. Jeri Muoio
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Manlius, NY 13104
(315) 682-1208 (work)

President's Message

Beginning my term as President I am full of questions – for myself, for my fellow officers, and for those of you who are members of CEC in New York State. I hope that during this year we will have many opportunities – through **The Forum**, at our state convention in White Plains, and at our national convention in Denver – to discuss these questions together. Searching for anwers will motivate many of our Board's activities this year and, I hope, stimulate you as well.

We want to find ways that match up wants and needs, yours and ours. Perhaps you want one or more of the following: opportunities to share ideas with colleagues, stimulating materials to read, or mentorship from members throughout the state. Perhaps you have one or more of the following to share: a passion, a knowledge, or a skill. **Please let us know – we want to work with you now, and in years to come.**

The CEC officers and representatives in New York puzzle over the **meaning** of CEC membership for the 3000 of us throughout the state. Some of you participated in a phone survey regarding membership, conducted under the term of President Dianne Berkell, and the results of that survey will be published in *The Forum* later this year. Under the guidance of Dr. Michael Glover we addressed these issues as well.

Here are some of the questions which we will try to answer this year.

What do you want to get *from* NYS CEC?

Through heated conversations with members throughout the state, we have learned that some members identify fiercely with CEC. Attending state and national conventions has been a part of their professional experiences since college, and the **rights** of membership go far beyond copies of **The Forum.** They include: identification with an active advocacy group which addresses the concerns of people with disabilities, a sense of connectedness, a use of conferences for networking and presentation of ideas. We wonder about those of you who we do not meet at conferences, and want to find ways to learn what you seek from us.

What do you want to give *to* NYS CEC?

Participation in our state federation goes from the very contained (e.g. helping out as a volunteer at a state convention, or writing letters to legislators) to the much broader based (e.g. serving on a state or national committee, serving as a federation officer). As we know from our work with people with disabilities, mining what an individual has to offer is not always easy.

- The dazzling enthusiasm of a teacher, shared with students and student teachers, cannot be put into words.
- The subtle help offered to colleagues, which makes all the difference in understanding the needs of a student, can't be refined into a simple request.

Giving to NYS CEC is made all the more difficult because we are busy professionals. It seems impossible, with lesson plans, papers to grade, phone calls to make, to dig a channel for energy to flow into yet one more place. But the vitality of giving sneaks back, giving to the giver. This unexpected gift helps many of us stay in the profession, and in CEC.

In this issue are several ways you can participate in NYS CEC:

1. **Registration for our preconference subdivision workshops.**

We are eager to give subdivisions the opportunities for in-depth training and networking in November in White Plains. Join us!

2. **Registration for our NYS CEC Convention in White Plains.**

The wide array of presentations and presenters attests to the breadth and depth of interests of professionals in our field. The member registration rate is available not only to you, but to individuals who join CEC when registering. Invite a colleague, a general educator, family member of administrator to benefit from this opportunity.

3. **CEC membership application.**

Membership in CEC brings with it membership in the largest professional organization for special eduators. As a way of involving student teachers, colleagues, and family members, it is unique.

(Continued on Page 30)

ELECTION RESULTS

CONGRATULATIONS TO THE NEWLY ELECTED OFFICERS OF NYS-CEC

VICE PRESIDENT ..... **MICHAELENE MERGER**

TREASURER ..... **JOHN SZOLNOKI**

REGIONAL REPRESENTATIVES

NEW YORK I ..... **PAUL LUCAS**

NEW YORK II ..... **MARC GLADSTONE**

ALBANY ..... **DEBORAH BORIE**

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PAN: Political Action Network Report

Congressional Action

FY 1994 Budget. Congress has passed the FY 1994 Budget Resolution that contains a broad five year non-binding budget plan which calls for $496 billion deficit reduction over five years. The deficit reduction will be achieved through $273 billion in **tax increases,** $106 billion in **defense cuts,** and a $117 billion **reduction** in spending for domestic programs. The end result is a tightening of funds available for domestic discretionary programs, such as special education.

Economic Stimulus Package. On the other hand, the administration has proposed an economic stimulus package that contains $16.3 billion in new spending, of this amount $3.2 billion is for education programs. The stimulus package includes $2 billion for Pell grants for college students, $735 million for Chapter 1 compensatory services for disadvantaged students, and $500 million for Headstart summer programs. The stimulus package was passed by both houses. However, the package was severely reduced in terms of dollars and appropriations relating to education were eliminated. This is one example of why your support in form of phone calls and letters are necessary. Education lost 3.2 billion dollars.

Good News. Administration has requested a $1.3 billion **increase** in discretionary programs for a total of $24.5 billion or a 5.6 percent **increase** over last year's level. Our biggest program, the Individuals with Disabilities Education Act State and Local Grant Program (Part B) received the second largest requested increase of all the discretionary education programs (Chapter 1 compensatory services for disadvantaged children being the first with a recommended increase of 6 percent). President Clinton has requested a $159.3 million, or 5.4 percent, increase in the Part B program for a total of $2.16 billion for FY 1994. The Administration has also requested a major increase in the Early Intervention program for infants and toddlers with disabilities (Part H of IDEA). The budget request asks for a 20 percent increase in the Part H program for a total of $256.3 million. The other proposed increase for our programs is for the Preschool Grants program, for which the Administration has requested a 5.5 percent increase for a total of $343.8 million for FY 1994.

Bad News. Administration has requested a freeze on the funding levels for the rest of the IDEA programs and the Javits Gifted and Talented Program at the FY 1993 level. This would actually be a cut in the funding of these programs when inflation is taken into account. For the Chapter 1 State Operated Programs, the Administration has requested a $12.6 million, or 10 percent , cut in funding for a total of $113.8 for FY 1994.

Overall, the Clinton Administration has requested a 6.1 percent increase in total dollar amount for programs authorized under IDEA, a freeze on the Javits program, and a cut on our State Operated programs. (To obtain budget chart containing specific information contact Sharon Raimondi).

Your role. Good news, we have been allocated funding, bad news it will be a tight year. President Clinton has proposed a budget that is at least $8 billion over the budget cap congress passed in its FY 1994 Budget Resolution. Appropriators in both the House and the Senate are struggling to find ways of cutting the increases President Clinton has proposed to meet the cap. Our programs are vulnerable. You need to write both the House and the Senate Chairmen of the Appropriation Labor, Health and Human Services, and Education Subcommittees to communicate the need for increases in our programs. In your letter, stress the lack of funding in the IDEA, Part B program. CEC recommends a $1 billion increase in the State and Local Grant Program for a total of $3,052.7 million for FY 1994. The funding formula i PL 94-142 promises the federal government will provide funds equal to 40 percent of the national average per pupil expenditure (NAPPE) times the number of children being served. This promise has never been fulfilled. At this present funding level, the federal government is providing only eight percent of the NAPPE. With many state and local governments experiencing severe cut backs and the population of children with disabilities growing (estimate 4.9 million), it is increasingly difficult for schools to provide services desperately needed by our most vulnerable students. Let the Chairmen know that it is time the federal government fulfill its commitment to children with disabilities. Please also include in your letter the need for funding of the IDEA Part H and Preschool Grants and other IDEA programs, as well as the need for an increase in the Javits Gifted and Talented program which has been frozen for the last two years. Voting will occur sometime this summer. Address your letters to:

Dear Chairman Harkin:

The Honorable Tom Harkin
US Senate
186 SDOB
Washington, DC 20510

Dear Chairman Natcher:

The Honorable William Natcher
US House of Representatives
2358 RHOB
Washington, DC 20515

America 2000. The Administration has released President Clinton's plan for education reform. The bill authorizes $420 million for FY 1994 to codify the national goals, support the development of education standards and assessments, and for grants to State education agencies for education reforms. CEC is concerned that students with exceptionalities would be excluded from the assessments and standards section of the bill. However, the term "all students" is defined in the legislation and includes students with disabilities and students that are academically gifted. CEC has prepared a summary of the Educate America Act, H.R. 1804. This eight page document discusses authorizations for a National Education Goals Panel ($3 million), a National Education Standards Improvement Council ($3 million), and a National Standards Board ($15 million) and describes the duties of each. In addition, the Secretary is authorized $393 million to SEAs to enable State and local Senate Bill. If you were unable to make the public meeting,

(Continued on Page 6)

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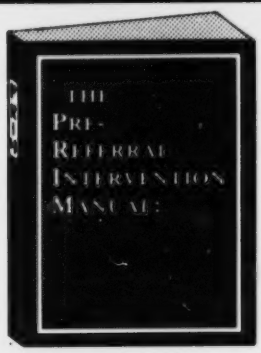

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PAN Report

(Continued from Page 5)

educational agencies to reform and improve the quality of education throughout the nation. Grants will be allocated to States based on the amount of funds the State receives under Chapter 1 and Chapter 2 of Title I of ESEA. Please contact me for the complete summary.

CEC Activity

CEC Policy on Inclusive Schools and Community Settings. The CEC Delegate Assembly adopted a policy on the inclusion of children, youth, and young adults with disabilities in schools and in the community at the CEC Convention. The policy adopted is a responsible and child-focused one. (To obtain an approved policy statement contact Sharon Raimondi).

School-to Work. The Administration has not yet released its legislation on school-to-work transition. However, CEC has been involved in working sessions at the Department of Education as the Administration shapes the legislation. CEC along with 13 other national organizations felt that it was important to send a letter to both the Departments of Education and Labor to express their concerns. This letter urges the Administration to:

- specify the inclusion of students with disabilities in any state or local school-to-work programs and include currently existing transition programs in the Administration's list of state and local programs that are to be coordinated as a result of this proposal;
- include procedures to ensure that the IEP of each student is designed to provide services needed for the student to master the same academic and occupational standards applicable to other students (If the student is not capable of fully mastering these standards, the IEP should be designed to help the student master standards to the maximum extent possible.);
- address the needs for assessment methods designed to measure the ability of students with disabilities to perform in the workplace; and
- provide students with disabilities the support service they require to participate in school-to-work programs.

Letters of support can be sent to Ricky Takai, Acting Assistant Secretary, Office of Vocational and Adult Education, 330 C Street, SW, Room 4090, Switzer Building, Washington, DC 20202.

NewYork State

Compliance Monitoring Review. The Office of special Education and Rehabilitative Services (OSERS) is conducting a compliance monitoring review of each State education agency's implementation of Part B of the Individual with Disabilities Education Act. The New York State Education Department is scheduled for a monitoring review during the 1993-94 school year. Four public meetings were held on June 14, 15, 16, and 17. These meetings

(Continued on Page 31)

THE CHALLENGE:
WORKING TOGETHER PRODUCTIVELY

at

HOLIDAY INN CROWNE PLAZA
WHITE PLAINS, NEW YORK

NOVEMBER 5 & 6, 1993

PROGRAM AND REGISTRATION PACKET

CONVENTION HIGHLIGHTS

THURSDAY, NOVEMBER 4, 1993
PRECONVENTION ACTIVITIES

WORKSHOPS ARE BEING OFFERED BY SIX NEW YORK STATE SUBDIVISIONS

DEC	CASE
CCBD	CEDS
TAM	DLD

5:00 - 8:00
COCKTAIL PARTY AND CRACKER BARREL DISCUSSION
CO-SPONSORED BY SEALTA AND CEC CHAPTER 615

"THE FUTURE OF SPECIAL EDUCATION IN NEW YORK STATE"

PRESENTERS: Shirley Cohen (Hunter College-CUNY, New York, NY)
Mark Costello (Director of Special Education, Putnam-Northern Westchester BOCES)
Alex Tureaud (Director of Special Education, White Plains City School District, White Plains, NY)

KEYNOTE SPEAKER
FRIDAY, Nov. 5th
JAMES CRAWFORD
author of
Hold Your Tongue: Bilingualism and the Politics of English Only
former Washington editor of Education Week

KEYNOTE SPEAKER
SATURDAY, Nov. 6, 1993
DR. NAOMI ZIGMOND
Editor of Exceptional Children
"Project MELD: Current Research on Inclusion"

Other Convention Highlights/Topics
Susan Herre, CEC National Membership Representative
Collaborative Models for Staff
Cooperative Learning Strategies for Special Education
Integrating Technology
Curriculum Based Measurement
Facilitated Communication
Transition and Job Coaching
Outcomes Assessment
and much more

Special Student Activities
CEC Divisional Meetings
Higher Education Panel
Albany Update

For More Information Contact:
Debbie Chicorelli
607-432-4909

NYS-CEC
CONVENTION SCHEDULE AT A GLANCE

FRIDAY, NOVEMBER 5, 1993

8:30	REGISTRATION BEGINS, COFFEE AND DANISH AVAILABLE EXHIBITS OPEN
9:00 - 10:15	SESSION I
9:00 - 11:30	SEALTA PRESENTATION *"The Future of Special Education"*
10:25 - 11:25	SESSION II
11:35 - 12:20	SESSION III
12:30 - 2:30	LUNCH AND KEYNOTE PRESENTATION JAMES CRAWFORD *"Bilingualism and Special Education: Past, Present, and Future"*
2:30 - 2:45	OPEN TIME TO VIEW EXHIBITS
2:45 - 3:45	SESSION IV
4:00 - 5:15	SESSION V
5:15	RAFFLE IN THE EXHIBIT AREA
5:30 - 7:30	STUDENT CEC SOCIAL/INFORMATIONAL TIME
8:00 - 9:30	REPRESENTATIVE ASSEMBLY DESSERT SOCIAL

SATURDAY, NOVEMBER 6, 1993

8:00	REGISTRATION BEGINS, EXHIBITS OPEN
8:30 - 10:30	BREAKFAST AND AWARDS CEREMONY DR. NAOMI ZIGMUND EDITOR, *EXCEPTIONAL CHILDREN* DIRECTOR-PROJECT MELD
10:45 - 12:00	SESSION VI
12:15 - 1:00	SESSION VII POSTER SESSIONS
1:00 - 1:30	SNACK & OPEN TIME TO VIEW EXHIBITS RAFFLE IN THE EXHIBIT AREA
1:30 - 2:30	SESSION VIII
2:45 - 3:45	SESSION IX
4:00 - 5:00	WRAP-UP FOR GRADUATE CLASS FROM MANHATTANVILLE COLLEGE

SESSIONS I - IX
ARE CONCURRENT WORKSHOPS
THERE ARE SEVEN OR EIGHT DIFFERENT
PRESENTATIONS IN EACH TIME SLOT.

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Valentines and the Plain Roads
Westbury, NY 11590
516-997-8700, ext 290

FRIDAY, NOVEMBER 5, 1993

Registration begins at 8:30

SESSION
9:00 - 10:15

A. IMPORTANT CONSIDERATIONS AND PROBLEMS RELATED TO THE IDENTIFICATION, ASSESSMENT AND PLACEMENT OF BILINGUAL STUDENTS IN INNER CITY SPECIAL EDUCATION PROGRAMS AND IMPLICATIONS FOR TEACHER TRAINING

Presenters: Dr. Susan Polirstok (Associate Professor, Lehman College-CUNY, Bronx, NY)
Dr. Barbara Gottieb (Associate Professor, Lehman College-CUNY, Bronx, NY)

This presentation will examine issues related to: rates of parent versus teacher referral of bilingual students to special education programs and the corresponding differences in academic and behavioral function of these students; the problems associated with standarized assessment practices and the impact of special education placement rates; alternatives to traditional assessment including criterion referenced and curriculum based evaluation; and the overall implications of these issues for training special education teachers.

B. ESTABLISHING AN EXPERIENCE-BASED CAREER EDUCATION PROGRAM

Presenter: Iris Maitland (EXCEL Coordinator, Mamaroneck Union Free Schools, Mamaroneck, NY)

A guide for the establishment of an innovative experience-based career education program is provided. A comprehensive, individual learning program that utilizes the entire community as a partner in education is explored.

C. FROM RESEARCH TO PRACTICE: CURRENT BEST PRACTICES IN SERVICE PROVISION TO STUDENTS WITH VISUAL IMPAIRMENTS

Presenters: Patricia Busset (Associate Principal, Nassau BOCES-Program for the Visually Impaired, Wantagh, NY)
Debra Levine (Social Worker, Nassau-BOCES-Program for the Visually Impaired, Wantagh, NY)
George Keckler (Orientation and Mobility Specialist, Nassau BOCES-Program for the Visually Impaired, Wantagh, NY
David Jackson (Librarian/Media Specialist, Nassau BOCES-Program for the Visually Impaired, Wantagh, NY)

Discussion will include current best practices and future directions in the provision of services to students with visual impairment or blindness, focusing on the new procedures in referral, developing trends in early intervention, prioritization of educational components for determination of environment, evolving technology, and social and family services.

D. INTEGRATING OT/PT INTO THE PRESCHOOL CLASSROOM

Presenters: Sandra Engelsher (Coordinator of OT/PT Services, Nassau BOCES, Wantagh, NY)
Jacqueline Craig (Assistant Coordinator of PT Service, Nassau BOCES, Wantagh, NY)

This session will demonstrate how OT/PT strategies can be used within an integrative district pre-school classroom, as well as a special education preschool classroom. Focus will be on teacher/therapist collaboration by providing activities for the teacher to utilize in developing pre-skills necessary for fine and gross-motor coordination and control.

E. ASSESSMENT & INTERVENTION IN ADD: A MULTI-DISCIPLINARY PROGRAM

Presenter: Ann Julian (Director, Jewish Association for Attention Deficit Disorder, Brooklyn, NY)

A presentation of the various disciplines involved in the diagnosis of Attention Deficit Disorder and the case management services required for appropriate follow up.

F. INTEGRATED THERAPIES - THE STRUGGLES, STRATEGIES AND SUCCESSES

Presenters: Judy R. Spaulding (Coordinator of Management, Shared/Related Services, Putnam/Westchester BOCES, Yorktown Heights, NY)
Mary Ann Alvod (Special Education Teacher, Putnam/Westchester BOCES, Yorktown Heights, NY)
Christina Brooks, (Occupational Therapist, Putnam/Westchester BOCES, Yorktown Heights, NY)
Kathleen Desmino (Speech-Language Therapist, Putnam/Westchester BOCES, Yorktown Heights, NY)
Robert Esposito (Special Education Supervisor, Putnam/Westchester BOCES, Yorktown Heights, NY)
Karen Harmount (Physical Therapist, Putnam/Westchester BOCES, Yorktown, Heights, NY)

This session will address the struggles, strategies, and successes involved in implementing a collaborative approach to providing integrated related services to students with multiple disabilities. Through videos and discussion, physical suggestions will be offered to participants interested in developing collaboration models.

G. FINDING A NEW WAY: MUSIC THERAPY AND MUSIC EDUCATION IN THE PUBLIC SCHOOL SETTING

Presenters: Donna Polen (Registered Music Therapist, Penfield Central School District, Fairport, NY)

Betty Kelleher (Music Teacher, Penfield Central School District, Fairport, NY)

This session will offer an overview of a collaborative effort in the Penfield Central School District between the Special Education Department, the Music Department, and the services of a Board Certified, Registered Music Therapist, in providing quality music education experiences to special needs students in grades K-12.

H. PANEL DISCUSSION: COLLABORATING FOR INCLUSION MODERATOR: DR. MARSHA LUPI (PROFESSOR, HUNTER COLLEGE, NEW YORK, NY)

Panel Members: Connie Perry (Special Education Coordinator, Penfield Central Schools, Penfield, NY)
Nancy Magee (Special Educator, Penfield Central School District, Penfield, NY)
Gail Holahan (Doctoral Student, SUNY @ Buffalo, Amherst, NY)
Nicholas Holub, Jr. (Assistant Director-Special Education, East Rampapo Central School District, Spring Valley, NY)
Majorie Jakiel (Inclusion Teacher, Buffalo City School District, Buffalo, NY)

Come hear the effects of several school districts within New York in providing quality inclusive education to students with disabilities. Ample time for questions and discussion will be provided.

SESSION II
10:25 - 11:25

A. COLLABORATIVE MODELS FOR STAFFS WORKING WITH LEP STUDENTS IN GENERAL AND SPECIAL EDUCATION

Presenters: Dr. Frances Segan (Director-Special Education Unit, New York City Public Schools, Brooklyn, NY)
Dr. Nancy Lemberger (Project Associate, New York Multifunctional Resource Center at Hunter College, New York, NY)

Title VII Project Unity, a collaborative staff development effort among New York City Public Schools DBE and the New York MRC, brings together bilingual/monolingual staffs in general/special education. Teams design and implement models to better serve LEP students.

B. ADAPTING TEACHER-MADE TESTS FOR MAINSTREAMED STUDENTS

Presenters: Dr. Spencer J. Salend (Professor, SUNY @ New Paltz, New Paltz, NY)
Dr. Meenakshi Gagria (Assistant Professor, St. Thomas Aquinas College, Sparkill, NY)
Karen Giek (SETRC Trainer, Dutchess BOCES, Poughkeepsie, NY)
Mary Anne Hemrick (Special Education Teacher, Arlington School District, Poughkeepsie, NY)

This presentation will offer educators guidelines to consider when constructing and administering teacher-made tests. Format and content test design considerations as well as alternative testing techniques will be presented. Workshop participants will critique teacher-made tests. Handouts to summarize the key points of the presentation will be distributed.

C. INDEPENDENCE AND SELF-ESTEEM THROUGH TRANSITIONAL EDUCATION

Presenter: Deborah Eiseman (Transitional Linkage Coordinator, New York City Public Schools, Bronx, NY)

This presentation will discuss the responsibilities of the school in transitional planning and the role of the Transitional Linkage Coordinator. Transitional planning is consumer based and outcome oriented. Independence, self-realization, and the development of natural community supports are the goals of "seamless transition."

D. VIDEO HOMEWORK FOR STUDENTS WITH MULTIPLE DISABILITIES

Presenters: Kelly Goeckel (Teacher, Lexington School for the Deaf, Jackson Heights, NY)
Dr. Tony Daddiego (Special Education Supervisor, Lexington School for the Deaf, Jackson Heights, NY)

The purpose of this workshop is to share methods and approaches used in developing and implementing a video homework program for use in students who are deaf and severely developmentally disabled. Participants will have the opportunity to discuss application to their settings. Specific examples and evaluative feedback from teachers and parents will be shared.

E. IEP/IFSP 101: LET'S NOT REPEAT OUR MISTAKES

Presenters: Dr. Theresa M. Bologna (Assistant Professor, Fordam University, New York, NY)
Margaret Sampson (Family Issues, Specialist, New York State Technical Assistance Network, Bronx, NY)

Examining the assessment information and planning a program is the intent of the IEP and IFSP process. Law and regulation define the components. Training and practice define the process that occurs. The participants in this presentation will examine the components that prevent effective outcomes and purpose solutions.

F. FOREIGN LANGUAGE EXEMPTIONS FOR STUDENTS WITH LEARNING DISABILITIES

Presenter: Dr. Penny Axelrod (Assistant Professor, The College of Saint Rose, Troy, NY)

Students with learning disabilities are often exempt from learning a foreign language. Illustrative case studies are used to highlight patterns on academic, language and foreign language aptitude diagnostic tests and instructional approaches are suggested.

G. THE AFFECTIVE ROOTS OF LEARNING (THE RAMAZ SCHOOL STUDENT ADVISOR PROGRAM)

Presenter: Gail Gumora (Learning Specialist, The Ramaz Lower School, New York, NY)

Founded on the theory that learning is connected to the match between affect and cognition, the Ramaz School Student Advisor Program helps students identify and manage their emotional reactions to learning. The program and its implications for classroom management will be discussed.

H. ADD IN THE MAINSTREAM CLASS

Presenter: Deborah Zelasko (Education Director, Jewish Association for Attention Deficit Disorder, Brooklyn, NY)

This presentation is designed to build awareness among educators and enhance their skills in teaching children with Attention Deficit Disorder. Specific interventions will be discussed.

SESSION III
11:35 - 12:20

A. FILM VIEWING

WHO ARE THE CHILDREN BORN TODAY – IMPACT ON THE FUTURE!

This video is for all persons and organizations committed to prevention of birth defects as well as those who provide services for babies, children and youth at-risk. Good medical care has created survival–now we have to deal with how best to serve and develop a quality of life for this unique population.

Distributed by **NATIONAL PROFESSIONAL RESOURCES, INC.** 25 South Regent Street, Port Chester, NY 10573, Phone 1-800-453-7461.

B. COOPERATIVE LEARNING STRATEGIES FOR SPECIAL EDUCATION

Presenter: Fred Brant (Teacher, Adlai Stevenson High School, Bronx, NY)

Cooperative learning strategies that facilitate effective inclusion of bilingual, special education students in the mainstream will be explored. Multiculuturalism will be promoted by developing thinking skills and enhancing socialization of dual language students.

C. BOCES/SAGAMORE MENTAL HEALTH - THE TOTAL INTEGRATION MODEL

Presenters: Arthur Goodman (Principal-CCA, Nassau BOCES, Wantagh, NY)
Steve Ferrante (Director-Sagamore Unit, Wantagh, NY)
Hollie Palumbo (Special Education Teacher, Nassau BOCES, Wantagh, NY)

Collaboration between Nassau BOCES and the Sagamore Psychiatric Clinic offers a unique way of providing intensive psychiatric services to high-risk populations. Discussion highlights the successful integration of clinical services within a larger public special education day program for students who are 15 to 21 year old.

D. GET READY FOR THAT JOB

Presenter: Inez Rivera (Social Worker, The Leake & Watts Children's Home, Yonkers, NY)

In order to better equip our student for the world of work, we have developed a preparatory training program. This involves a paid, in class work experience under the supervision of the teachers. In addition to producing a marketable item, our special education students are receiving necessary information and the development of skills necessary for success in a job or training program.

E. A MULTI-DISCIPLINARY APPROACH TO LANGUAGE ACQUISITION IN THE VISUALLY IMPAIRED/BLIND CHILD

Presenters: Judith A. Bauer (Nassau BOCES, Wantagh, NY)
James G. Cappadona (Nassau BOCES, Wantagh, NY)

This session will focus on language acquisition of the visually impaired/blind child. Discussion will include a multi-disciplinary approach to identification of language delays, as well as assessment, remediation and the need for parental participation.

F. STAR TECH: USING TECHNOLOGY TO ADD SPARKLE TO THE CURRICULUM

Presenters: Shelly Fleischmann (Special Education Teacher, City School District of New Rochelle, New Rochelle, NY)
Karen Locke (Computer Facilitator K-12, City School District of New Rochelle, New Rochelle, NY)

The focus of the presentation will be to demonstrate that technology can support students with special needs and learning styles. Particular emphasis will be placed on the versatility of the MacIntosh computer in various areas of the curriculum.

G. THE GIFTED/LEARNING DISABLED STUDENT: WHAT ARE THE PRESCRIPTIONS FOR SUCCESS?

Presenter: Dr. Shoshanna Rybak (Clinical Coordinator, Hebrew Academy for Special Children, Brooklyn, NY)

Gifted/learning disabled children are paradoxical students whose needs require multiple approaches in their educational programming. These children exhibit remarkable strengths in some areas and disabling weaknesses in others. The presentation will explore ways of identifying these students and meeting their needs.

H. INTEGRATING TECHNOLOGY AND TRADITIONAL SPEECH THERAPY

Presenters: Mary Klein (C.C.C./S.L.P., BOCES

Center for Community Adjustment, Wantagh, NY)
Diane Frieslehen (T.S.H.H., BOCES Center for Community Adjustment, Wantagh, NY)

Speech therapists on the secondary level are faced with a host of problems in identifying therapy approaches that challenge and stimulate the adolescent student. From the experience of Nassau BOCES Center for Community Adjustment, progress for students who are phonologically impaired, apraxic, and/or articulatory and pitch disordered will be discussed. Through the use of traditional therapy approaches and the IBM Speech Viewer II, 15 to 21 year old students with disabilities are being challenged and motivated.

LUNCH AND KEYNOTE PRESENTATION
12:30 - 2:30

JAMES CRAWFORD
HOLD YOUR TONGUE: BILINGUALISM AND THE POLITICS OF ENGLISH ONLY

BILINGUAL EDUCATION: HISTORY, POLITICS, THEORY, AND PRACTICE

FORMER WASHINGTON EDITOR
EDUCATION WEEK

"BILINGUALISM AND SPECIAL EDUCATION, THE PAST, PRESENT, AND FUTURE"

OPEN TIME TO VIEW EXHIBITS

2:30 - 2:45

SESSION IV

2:45 - 3:45

A. A B C + 1 2 3 = MATHEMATICAL WORD PROBLEMS ON THE PERFORMANCE OF HISPANIC LEARNING DISABLED STUDENTS

Presenter: Dr. Rosa Leon (Project Staff Associate Bilingual Special Education Program, SUC @ Buffalo, Buffalo, NY)

The purpose of this presentation is to discuss the effects of extraneous information in mathematical word problems on the performance of culturally and linguistically diverse learning disabled children. As part of the presentation, results of a study will be discussed.

Recommendations for special education teachers working with culturally and linguistically diverse exceptional students as well as adaptation of materials will be provided.

B. COLLABORATING FOR AUTONOMY: A STUDENT CENTERED TEAM APPROACH

Presenters: Dr. Rebecca Rich (Assistant Professor, Manhattanville College, Purchase, NY)
Dr. Sylvia Blake (Assistant Professor, Manhattanville College, Purchase, NY)

This presentation provides an overview of a program for language/learning impaired students. Objectives of the program include the creation of: a collaborative model involving general and special educators and the learner, mechanisms for transfer of strategies from resource room to classroom; mechanisms to enhance learner self-evaluation and monitoring.

C. BETTER LATE THAN NEVER: UTILIZING TRANSITIONAL PLANNING TO ADDRESS THE SEXUALITY NEEDS OF STUDENTS WITH DISABILITIES

Presenter: Dr. R. Bruce Baum (Associate Professor, SUC @ Buffalo, NY)

This presentation will address the sexuality needs of individuals with disabilities prior to and at the time of transition planning. Emphasis will be on the need for school/agency policies, curriculum adaptation or development, teaching strategies, instructional materials and resources.

D. OPEN FORUM-WHAT'S PAN?

Presenter: Dr. Sharon Raimondi (PAN Coordinator, NYS-CEC)

This session will be an open forum on current legislative issues pending in the state and federal governments. Come and learn more about PAN and what you can do to become involved in influencing legislation.

E. HOW DO YOU LISTEN WHEN THEY'RE NOT TALKING TO YOU? TEACHING COPING SKILLS TO THE AGGRESSIVE CLIENT

Presenters: Dr. Peter Blechman (Program Director, Opengate, Somers, NY)
Brian Hulten (CSW, Opengate, NY)

Opengate's coping procedures for aggressive adults succcessfully teach calming, listening, communication and problem resolution skills. Techniques for producing positive behavior changes and decreasing maladaptive behaviors will be presented. The outcome is an improved quality of life and increased access to the community.

F. THE CHALLENGE OF PROVIDING INTEGRATED OPPORTUNITIES IN A HOME BASE EARLY INTERVENTION PROGRAM

Presenters: Linda Lessen-Rosenthal (Program Coordinator, Lennox Hill Hospital/ LIFESTART Program, New York, NY)
Ivy Diamond (Family Service

(Continued on Page 23)

THE NEW YORK STATE FEDERATION OF CHAPTERS OF THE CHAPTERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN OFFICERS

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The Challenge: Working Together Productively

Holiday Inn Crowne Plaza
White Plains, NY
November 5 and 6, 1993

Pre-registration fee includes keynote meal(s) for conference day(s) attended. Registration forms **must** be postmarked by October 15, 1993 to be eligible for meals. On-Site Registration for registration forms postmarked **after** October 15, 1993 **will not** include meals. Onsite/post October 15, 1993 registrants may purchase at any of the hotel restaurants.

Instructions:

1. Please use one form per person (xeroxed copies are welcomed).
2. Fill out form completely.
3. Make check or money order payable to NYS CEC Convention 1993. If vouchers need to be used, please contact Debbie Chicorelli (607 432-4909) directly prior to sending registration forms.
4. Mail form and payment to: Debbie Chicorelli, R.D. #1 Box 534, Oneonta, NY 13820 prior to October 15, 1993.
5. Your canceled check will be your receipt.
6. REQUESTS FOR REFUND: Requests must be made in writing by October 15, 1993. A $10.00 handling fee will be charged. No refunds will be issued during the convention.

Special Offers:

1. Group rates are available when ten or more people from one school or agency attend the convention. Call: Debbie Chicorelli (607) 432-4909.
2. **Non-CEC members registering for the convention:** Individuals who include a completed CEC member form (a copy of which is in this issue of the Forum), along with a separate check made out to CEC for the appropriate amount, may register for the convention at CEC member rates.
3. **CEC members attending the convention:** If you recruit a new CEC member who also attends the convention, enclose the new membership application, check, and conference registration materials for both you in one envelope. You will receive a $10 rebate on your convention registration cost, to be paid to you in cash at the convention. **NOTE:** Only one $10 rebate per CEC member.

Registration Form

Due by October 15, 1993

Full Convention registration includes: coffee at registration, Friday keynote luncheon, Friday evening ice cream social, Saturday keynote breakfast, and "Health Break" snack for Saturday luncheon

Friday *only* Convention registration includes: coffee at registration, Friday keynote luncheon, Friday evening ice cream social

Saturday *only* Convention registration includes: Saturday keynote breakfast, and "Health Break" snack for Saturday lunchon and *bonus:* Attendance at Friday Sessions after 3:30 p.m.

CEC Members
Full Conference $85_____
Friday Only $55_____
Saturday Only $50_____

Non CEC Members
Full Conference $100_____
Friday Only $65_____
Saturday Only $60_____

Students
Full Conference $50_____
Friday Only $35_____
Saturday Only $25_____

Presenters/Retirees
Full Conference $70_____
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CEC .05

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Daytime Phone ( )_____ Evening Phone ( )_____
If full time students (12 credits).
Advisor's signature_____
Special accommodations needed? Please specify _____

First Time Ever:
NYS Council For Exceptional Children Pre-Conference Workshops

WHEN: Thursday, November 4, 1993
10:00 - 5:00 p.m.

WHAT: Sub-divisions in New York State are offering pre-conference workshops, in order to:
* Provide opportunities for in-depth training
* Foster increased involvement in existing sub-divisions, and perhaps promotion of new ones
* Try something new!!

WHO: All interested teachers, students, family members and administrators!

CURRENT OFFERINGS

CCBD: Council for Children with Behavioral Disorders Subdivision
"The Culturally Competent Special Educator"
presented by Dr. Tom McIntyre and Dr. Herb Foster
TAM: Technology and Media Subdivision
"Technology Based Applications for Enhancing Literacy Skills of Students with Disabilities"
presented by Dr. Cindy Okolo
DLD: Division for Learning Disabilities Subdivision
"Current Research and Practice in Cognitive Learning Strategies"
moderator Dr. Jed P. Luchow
CEDS: Council for Educational Diagnostic Services Subdivision
"Alternate Assessments"
CASE: Council of Administrators of Special Education Subdivision
"Issues and Options in Restructuring Schools and Special Education Programs"
presented by Dr. Margaret McLaughlin
DEC: Division for Early Childhood Subdivision
"Meeting the Needs of Children who have been substance exposed in utero and/or are HIV positive"
presented by Geneva Woodruff

For More Information Contact:
Deborah Chicorelli
(607) 432-4909

HOW: Cost of each preconference workshop is $35.00. This cost will go directly to each subdivision, for support of preconference costs, as well as fund-raising for future activities.

HELP US MAKE OUR FIRST PRECONFERENCE OFFERINGS A SUCCESS!!
REGISTRATION LIMITED - PLEASE REGISTER IN ADVANCE

Registration Form
due by October 15, 1993

Desired preconference workshop:

_____	**CCBD**	**(please make check out to NYS CEC 93: CCBD)**
_____	**TAM**	**(please make check out to NYS CEC 93: TAM)**
_____	**DLD**	**(please make check out to NYS CEC 93: DLD)**
_____	**CEDS**	**(please make check out to NYS CEC 93: CEDS)**
_____	**CASE**	**(please make check out to NYS CEC 93: CASE)**
_____	**DEC**	**(please make check out to NYS CEC 93: DEC)**

Name _____ _____

Address _____
Street *City* *State* *Zip Code*

Daytime Phone ( ) _____ Evening Phone ( ) _____

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NOTE: Workshops may have a minimum number of participants. If minimum is not reached by October 15, you will be notified by phone, and receive a full refund by mail.

Pre-Conference Workshops

Council For Children With Behavior Disorders NYS Subdivision Presents:

The Culturally Competent Special Educator

Workshop Description:

"Best practice" as promoted in college courses, inservice sessions and journal articles, is often contra-indicated for students from other than European-American backgrounds. Given the increasing cultural diversity in our schools and the over-representation of culturally diverse learners in special education programs, special educators must become skilled in addressing the needs and characteristics of these students. This activity filled workshop provides the needed training in the following sessions:

- A primer on cultural diversity for special educators
- Culturally different learning styles: Assessment & Instruction
- Culturally different behavior and values: Developing culturally sensitive behavior management practices
- Working with streetwise black adolescent males
- Strategies for increasing culturally diverse parents' participation in their children's special education programs

Biographies:

Thomas McIntyre, Ph.D. is a professor of Special Education at Hunter College in New York City. Tom is the president of the Teacher Educators of Children with Behavior Disorders and immediate past president of New York Council for Children with Behavior Disorders. He writes and presents widely regarding cultural influences on learning and behavior. Dr. McIntyre is the author of **The Behavior Management Handbook, A Resource Book for Remediating Common Behavior and Learning Problems,** and **The Culturally Competent Teacher: Teaching Students from Cultures Other Than Your Own.**

Herbert Foster, Ph.D. is a professor of education at the State University of New York at Buffalo. Herb is past president of the New York Council for Children with Behavior Disorders. He presents widely on behavior management and teaching streetwise urban black youngsters. Dr. Foster is the author of **Ribbin', Jivin, and Playin' the Dozens.**

FOR FURTHER INFORMATION CONTACT:
Dr. Tom McIntyre
(212) 772-4770

Technology and Media NYS Subdivision Presents:

Technology-Based Applications for Enhancing Literacy Skills of Students with Disabilities

Literacy instruction is a primary focus of special education services. Fortunately, technology offers many effective and exciting options for enhancing students' literacy skills. This workshop is designed for educators who are concerned about the development of literacy skills in elementary- and middle-school students with learning difficulties. In this workshop we will discuss technology-based applications, activities, and strategies that can: (a) assist students to practice component literacy skills, (b) provide motivation to read and write, (c) support literate behavior, and (d) develop new forms of literacy. Specific software programs and hardware options will be presented and supported with samples of students' work and recommendations for classroom implementation.

Dr. Cynthia M. Okolo received a Ph.D. in Special Education from Indiana University, where she was a Research Associate for a five-year study of the impact of technology in special education settings. She then served as Assistant Professor of Special Education and Remediation Clinic Director at the University of Illinois at Chicago. Dr. Okolo is currently an Associate Professor of Educational Studies at the University of Delaware and Faculty Director of the College School. She has served as Co-Director and Faculty Director for the 1991 and 1992 Summer Institute in Educational and Assistive Technology (SIEAT) at the University of Delaware. Dr. Okolo is President of the Technology and Media Division of the Council for Exceptional Children and has served in numerous national, state, and local intiatives related in technology and teacher education. She has published extensively in the area of instructional technology and disabilities and has served as a Research Associate, Project Director, or Principal Investigator for 10 projects funded by the U.S. Department of Education or private foundations. Her research interests focus on the impact of technology-based instruction of the learning and motivation of students with learning disabilities.

FOR FURTHER INFORMATION CONTACT:
Dr. Sharon Cramer
(716) 878-4334

Pre Conference Workshops
New York State Division For Learning Disabilities

November 4, 1993

Current Research and Practice in Cognitive Learning Strategies

Dr. Jed P. Luchow, Moderator

All day session will provide an update to current work with students with learning disabilities in the area of Metacognition and cognitive learning strategies. Each session will emphasize research and hands-on practical classroom/resource program/ collaboration application. Materials will be provided to participants.

9:00 a.m. - 10:30 a.m.	Current research/practice in Mathematics Strategies Professor Kate Garnett with faculty and students from Hunter College, City University of New York
10:30 a.m. - 12:00 p.m.	Current research/practice in Organizational Strategies and Memory Professor Ed Preper with faculty and students from The College of Saint Rose
1:30 p.m. - 3:00 p.m.	Current research in reading and writing strategies Professor Jed P. Luchow, The College of Staten Island, CUNY Professor Effie P.M. Simmonds, The College of Staten Island, CUNY, on leave to Bank Street College
3:30 p.m. - 5:00 p.m.	New York State DLD Business Meeting Wine and Cheese Reception Installation of Officers Presentation of DLD's Competencies Manual

For More Information Contact:
Dr. Jed Luchow
(718) 390-7980

CEDS/NY
Council For Educational Diagnostic Services
a division of the Council for Exceptional Children

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Hear a group of experts with a wide range of viewpoints

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Bring your experiences.

For More Information Contact:
Diane Newman
(212) 420-9298

NY State CEC Pre-Conference Workshops
Thursday, November 4, 1993
White Plains, NY

The Council of Administrators of Special Education
NYS Subdivision

Presents

The purpose of this workshop is to assist local leadership in developing a vision of effective schools for all students. This will be accomplished through discussion and debate of the policy options affecting special education in the restructured school.

We encourage a team of key educational administrators, instructional leaders and policy makers to attend from each school district.

The presenters will be Dr. Leonard Burrello and Dr. Margaret McLaughlin. Dr. Burrello is a professor of Educational Leadership at Indiana University and chairs the CASE research committee. Dr. McLaughlin is the Director of the Center for Policy Options in Special Education at the University of Maryland and primary author of **Issues and Options in Restructuring Schools and Special Education Programs.**

For further information contact:
Dr. Jeri Muoio
Fayetteville-Manlius Schools
8199 East Seneca Turnpike
Manlius, New York 13104
(315) 682-1208

NYS - CEC HOTEL RESERVATION

USE ONE FORM PER RESERVATION
SEND DIRECTLY TO HOTEL

RETURN RESERVATION BY 10/28/93

Mail this form to:
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Holiday Inn Crowne Plaza
66 Hale Avenue
White Plains, NY 10601

RESERVATION FORM FOR NYS COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)
Convention Nov. 4 - Nov. 6, 1993

PLEASE MAKE A RESERVATION FOR

GROUP NAME: NYS COUNCIL FOR EXCEPTIONAL CHILDREN

RATES: SGL $85.00 DBL $85.00 EXTRA PERSON $10.00 TAX 10.45%

DATES APPLICABLE: 11/4-11/6/93 WEEKDAY RATE: Sun-Wed

PLEASE COMPLETE ALL INFORMATION (TYPE OR PRINT)

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If applicable, please present voucher and/ or tax exemption form upon check-in

Reservation must be made by Oct. 28, 1993

Reservations will be accepted after that only on a space available basis only. Special group rates cannot be guaranteed after that date and special group rates may not be available for early arrival/late departures.
Check-in time begins at 3:00 PM; checkout time is 12 noon.

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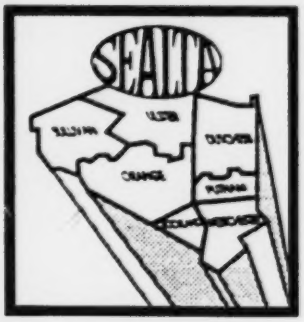

SPECIAL EDUCATION ADMINISTRATORS' LEADERSHIP TRAINING ACADEMY – SEALTA

is pleased to announce that

Convocation V 1993

will be conducted in cooperation with

The Annual Convention of
The New York State Council for Exceptional Children
and Local Chapter 615

Dates:	November 5 & 6, 1993
	Night Before Program – November 4
Place:	Holiday Inn Crown Plaza White Plains, New York

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NEW ENGLAND THRUWAY (I-95) CONNECTICUT TURNPIKE

Heading South, from Connecticut/North from New York, Exit 21 to I-287, West; follow I-287, West to Exit 8, follow signs for Route 119 Westchester Avenue. At the 3rd light make left onto Bloomingdale Road, then make a right turn at your first traffic light onto Maple Avenue. The Holiday Inn Crowne Plaza® is two blocks up Maple Avenue on the right. (Corner Hale Avenue).

MANHATTAN

North on Major Deegan Expressway to New York Thruway, (Route 87N) to Exit 8; the Cross Westchester Expressway I-287, East. Follow to Exit 8W (White Plains). Go straight off the ramp, through traffic light and bear left on Bloomingdale Road. At your first light go right onto Maple Avenue. The Holiday Inn Crowne Plaza® is two blocks up Maple Avenue on the right. (Corner Hale Avenue).

FROM WESTCHESTER COUNTY AIRPORT AND PUTNAM COUNTY

Take 684 South to I-287 Exit (White Plains). Bear right on exit to Westchester Avenue. Follow Westchester Avenue (Rte. 119). At 4th light make a left onto Bloomingdale Road, then make a right onto Maple Avenue, at your first light. The Holiday Inn Crowne Plaza® is two blocks up Maple Avenue on the right.

FROM LONG ISLAND**

Via Whitestone Bridge or Throggs Neck Bridge: After bridges, take I-95 North to Exit 21 to I-287 West to Exit 8. Go straight on Westchester Avenue West to Bloomingdale Road to the 3rd traffic light. Make a left on Bloomingdale Road to first traffic light, Maple Avenue. Make a right on Maple Avenue to Hale Avenue and make a right. . .hotel is on corner of Maple and Hale Avenues.

FROM LA GUARDIA AIRPORT**

Take Grand Central Parkway East to the Whitestone Expressway to the Whitestone Bridge. Cross the Whitestone Bridge and take I-95 North to Exit 21 to I-287 West. Follow I-287 to Exit 8. Go straight on Westchester Avenue to the 3rd traffic light and make a left onto Bloomingdale Road. Go to Maple Avenue to the 1st traffic light and make a right. Follow Maple Avenue to Hale Avenue and make another right. . . hotel is on the corner of Maple and Hale Avenues.

FROM KENNEDY AIRPORT**

Take Van Wyck Expressway north to Whitestone Expressway. Go over the Whitestone Bridge. Take I-95 North to Exit 21 to I-287 West to Exit 8. Go straight on Westchester Avenue West to Bloomingdale Road to the 3rd traffic light. Make a left on Bloomingdale Road. Go to your first traffic light, Maple Avenue. Make a right on Maple Avenue. Go to Hale Avenue and make a right. . .hotel is on corner of Maple and Hale Avenues.

****ALTERNATE ROUTE:**

After crossing the Bridge, take Hutchinson River Parkway North to I-287 West. Follow I-287 West. Follow I-287 West to Exit 8. Go straight on Westchester Avenue to Bloomingdale Road to the 3rd traffic light and make a left. Go to your first traffic light and make a right onto Maple Avenue. Go to Hale Avenue and make a right. . .hotel is on the corner of Maple and Hale Avenues.

FROM ALBANY I-87S and POINTS WEST, INCLUDING RTE. 17E

Take 87S (I-287 East) cross Tappan Zee Bridge follow signs for Cross Westchester Expressway, (Exit 8) I-287 East. Exit 8W. Go straight off the ramp, through traffic light and bear left on Bloomingdale Road. At your first light go right onto Maple Avenue. The Holiday Inn Crowne® is two blocks up Maple, on the right. (Corner Hale Avenue).

Landmarks to look for – Cornell Medical Center, Saks Fifth Avenue and Neiman Marcus.

The Holiday Inn Crowne Park® is directly across from the above landmarks.

USAir has been designated as the official carrier for the attendees of the New York State Federation of Chapters of the Council for Exceptional Children, November 5-6, 1993, in White Plains, New York. USAir agrees to offer an exclusive low fare for the attendees. This special fare will offer a 5% discount off First Class and any published USAir promotional round trip fare. A 10% discount off unrestricted coach fares will apply with 7 day advance reservations and ticketing required. These discounts are valid providing all rules and restrictions are met and is applicable for travel from the Continental United States, Bahamas, Canada and San Juan, PR. Meeting discounts are not combinable with other discounts or promotions.

Additional restrictions may apply on international travel.

These meeting discounts are valid between November 3-7, 1993.

To obtain this meeting discount, you or your travel agent must call USAir's Meeting and Convention Reservation Office at 1-800-334-8644; 8:00 AM - 9:00 PM, Eastern Time. **REFER TO GOLD FILE NO. 57350032.**

Coordinator, Lennox Hill Hospital/ LIFESTART Program, New York, NY)

This session will provide information to early intervention program providers, and parents re: ways to interact with parents and their children in social and recreational activities. A home based early intervention program may appear to isolate parents (and their children) from the community, and this session will suggest some creative options to prevent this from occurring.

G. GT-LD STUDENTS: IDENTIFICATION, DIAGNOSIS AND THEN?

Presenters: Dr. Julia B. Osborn (Staff Psychologist, Schneider Children's Hospital-LIJMC, New Hyde Park, NY)
Susan Schwartz (Senior Remediation Specialist, Schneider Children's Hospital-LIJMC, New Hyde Park, NY)

The existence of gifted and talented-learning disabled students poses diagnostic, remedial and educational puzzles for professionals, as well as confusion and uncertainty for the students and their parents. A ten year old advocacy group in Washington, DC. provides a model for a New York based network that facilitates collaboration between professionals, parents, and students.

H. THE LEARNING DISABLED ADOLESCENT: SLOUCHING TOWARD LITERACY

Presenter: Dr. Sheldon H. Horowitz (Coordinator, Learning Diagnostic Center, Schneider Center Hospital-LIJMC, New Hyde Park, NY)

This presentation will survey the growth of special education as it pertains to LD adolescents, and detail cognitive, educational, behavioral and social/emotional concerns that contribute to academic failure.

SESSION V

4:00 - 5:15

A. CURRICULUM BASED MEASUREMENT: A POSSIBLE SOLUTION TO THE PROBLEM OF BIAS IN THE ASSESSMENT OF LEP STUDENTS

Presenter: Dr. Deborah Shanley (Dean, School of Liberal Arts and Education, Medgar Evers College-CUNY, Brooklyn, NY)

This hands-on workshop will explore the current rersearch and practices in the field of curriculum based measurement with special focus on the LEP student. Case studies will illustrate how this form of assessment can be used by educational evaluators and school psychologists. Also, the role of the classroom teacher to enhance the data collection process will be discussed along with the concerns voiced by the audience. Active participation and problem solving activities based on field cases will be encouraged.

B. PANEL DISCUSSION: PREPARING FOR THE FUTURE: TRAINING TOMORROW'S SPECIAL EDUCATORS
MODERATOR: DR. DIANNE BERKELL (PROFESSOR, CW POST-LIU, BROOKVILLE, NY)

Panel Members: Dr. Janet Stivers (Assistant Professor, Marist College, Poughkeepsie, NY)
Dr. Andrew Beigel (Assistant Professor, D'youville College, Buffalo, NY)
Nancy McPadden (Graduate Student, Hunter College, New York, NY)
Dr. Bruce Hirschhorn (Adjunct Professor/Administrator, Medgar Evers College, Brooklyn, NY)
Toby Moskowitz (Adjunct Professor, Medgar Evers College, Brooklyn, NY)

C. CULTIVATING AND MAINTAINING RESOURCES FOR WORK/STUDY PROGRAMS FOR SECONDARY STUDENTS WITH EMOTIONAL DISABILITIES

Presenters: John F. Hartnett (Principal, Career Development Center-Nassau BOCES, Baldwin, NY)
Paul Reilly (Work-Study Teacher, Career Development Center/Nassau BOCES, Baldwin, NY)
Arlene Reid (Social Worker, Career Development Center/Nassau BOCES, Baldwin, NY)
Karen Barrett (Vocational Rehabilitation Counselor, Career Development Center/ Nassau BOCES, Baldwin, NY)

The critical component of any work-study program for secondary students with emotional disabilities is the local business community. This presentation will demonstrate methods and approaches that have been successfully employed to ensure the full cooperation and participation of the community in this type of program.

D. INCLUSION AND FACILITATED COMMUNICATION: STRATEGIES TO SUCCESSFULLY INCLUDE STUDENTS WITH LITTLE OR NO FUNCTIONAL ORAL LANGUAGE IN REGULAR EDUCATION

Presenters: Jamey Wolff (Program Director, The Children's Annex, Kingston, NY)
Helen Conyea (Parent of an included student with autism)

The Children's Annex, a New York state approved day school, has successfully prepared students with autism for inclusion in neighborhood schools. This presentation will use video tapes and case histories to offer suggestions for transitional planning and student, teacher, and parent support.

E. MULTIDISCIPLINARY APPROACH FOR PRESCHOOL EVALUATIONS-COMPLYING WITH NEW YORK STATE REGULATIONS

Presenters: Paulette Pilgrim-Noble (School Psychologist, Saratoga-Warren BOCES, Saratoga Springs, NY)
Nancy Carroll (School Social Worker, Saratoga-Warren BOCES, Saratoga Springs, NY)
Carol Snyder (Speech-Language Pathologist, Saratoga-Warren BOCES, Saratoga Springs, NY)
Lou Baish (OTR, Saratoga-Warren BOCES, Saratoga Springs, NY)
Deborah Walton (PT, Saratoga-Warren BOCES, Saratoga Springs, NY)
Nancy Hughes (Teacher, Giant Steps Preschool, Saratoga Springs, NY)

A multidisciplinary approach to preschool evaluations will be described. A comprehensive process involving a school psychologist, a school social worker, a teacher, a speech/language pathologist, an occupational therapist and a physical therapist working in collaboration to evaluate and develop program recommendations, goals and objectives will be discussed.

F. HOW CAN I MAKE THE SHOT IF I DON'T GET THE BALL?

Presenter: Rodney A. Cavanaugh (Assistant Professor, SUNY @ Plattsburgh, Plattsburgh, NY)

Choral responding, response cards, and guided notes are effective techniques for providing individual students with many opportunities to actively respond and receive feedback during group instruction. This presentation will focus on the rationale for the strategies, guidelines for classroom use, and audience participation with the techniques.

G. THE POWER OF RESPONSIBLE BEHAVIORS: A NEEDS FULFILLING STRATEGY

Presenters: Dr. Joseph Casbarro (Assistant Director, Southern Westchester BOCES, White Plains, NY)
Dr. Norman Freimark (Special Education Supervisor, Southern Westchester BOCES, White Plains, NY)
Dr. William Ruth (School Psychologist, Southern Westchester BOCES, White Plains, NY)

Experienced practitioners will provide a working knowledge of Control Theory and responsibility Education Training, as cognitive/behavioral strategies for enabling emotionally disturbed students to gain effective control of their lives. Topics will include growth recognition systems, time-out procedures, and goal planning methods.

H. PANEL DISCUSSION: LEGAL ISSUES WITHIN THE FIELD OF SPECIAL EDUCATION

Moderator: Yvette Goorevitch (Director of Special Education and Rehabilitative Services, New Rochelle City Schools, New Rochelle, NY

Panel Members: Dr. Eugene McMahon (Assistant Executive Director, The New York Institute for Special Education, Bronx, NY)
Gilbert McMahon (Attorney, Mahopac, NY)
Ed Heldman (Advocate and Special Education Law Editor, Individuals with Disabilities Education Law Report, New Hampton, NY)

RAFFLE
IN THE
EXHIBIT AREA
5:15

5:30 - 7:30
STUDENT CEC
SOCIAL/INFORMATIONAL HOUR

8:00 - 9:30
DESSERT HOUR
REPRESENTATIVE ASSEMBLY

The Representative Assembly is open to all student and professional members of NYS-CEC. The Representative Assembly serves as the legislative body of NYS-CEC. The Assembly votes on matters such as budget, dues, and constitutional revisions. In addition any member can raise issues they feel are relevant to NYS-CEC and the education of persons with disabilities.

SATURDAY, NOVEMBER 6, 1993

REGISTRATION BEGINS AT
8:00

EXHIBITS OPEN

8:30 - 10:30
BREAKFAST
AWARD CEREMONY

DR. NAOMI ZIGMUND
PROJECT MELD
"INCLUSION"

SESSION VI
10:45 - 12:00

A. PANEL DISCUSSION: OPENING UP CLOSED DOORS...NEW STRATEGIES FOR TEACHING ALTERNATIVE COMMUNICATION SKILLS

Moderator: Dr. Bob Hansen (National Professional Resources, Port Chester, NY)

Panel Members: Claude Call (Center for Developmental Disabilities, Woodbury, NY)
Siouxzanne Harris (Special Educator, The Children's Annex, Kingston, NY)
Maureen Jefferies (Speech-Language Pathologist, The Children's Annex, Kingston, NY)
Margaret Slomin (Special Educator, St. Francis Hospital Preschool Program, Poughkeepsie, NY)

B. PREPARING EARLY INTERVENTIONISTS FOR WORKING WITH CHILDREN AND FAMILIES WHO ARE CULTURALLY AND LINGUISTICALLY DIVERSE

Presenters: Dr. Judith Bondurant-Utz (Associate Professor, SUC @ Buffalo, Buffalo, NY)
Dr. Rosa Leon (Lecturer, SUC @ Buffalo, Buffalo, NY)
Emily Margulis-Eisenbaum (Lecture, SUC @ Buffalo, Buffalo, NY)

This presentation will demonstrate the modification of a preservice graduate program to emphasize working with culturally and linguistically diverse families and children. A literature review, competencies for courses, activities and assignments developed, a list of resources, assessment and intervention materials, and a demonstration of a culturally sensitive lesson will be included.

C. TRANSITION: AN "E.Q.U.A.L." APPROACH

Presenters: Barbara Brown (Director of Special Education Services, Carmel Central School, Patterson, NY)
Jane Kusel (Teacher, George Fischer School, Carmel, NY)

This session targets transition training through a description of the E.Q.U.A.L., a middle school, life skills program, and E.Q.U.A.L. T.W.O., and a high school, job study program. The philosophy and rationale, scope and sequence, logistic components, and professional/student team are highlighted.

D. ASSISTIVE TECHNOLOGY AND THE IEP: PLANNING FOR EXCELLENCE AND EQUITY

Presenter: David Grapka (Coordinator, Technology Resources for Education Center, Albany, NY)

The TRE Center was funded by SED to develop New York State's Program Approval Standards for Assistive Technology. Participants will use the proposed standards to learn how to make assistive technology available to all students with disabilities and be in compliance with the state regulations.

E. BECOMING AN ACTIVE READER: USING K-W-L WITH STUDENTS WITH READING AND LANGUAGE DISABILITIES

Presenters: Dr. Lisa Freund (Assistant Professor and Director of Special Education, College of Mount St. Vincent, Riverdale, NY)
Dr. Eileen S. Marzola (Adjunct Assistant Professor, Teachers College-Columbia University, New York, NY)

The workshop session will familiarize participants with K-W-L (a method for teaching students to become active readers of expository test) and its classroom applications for students with reading and language disabilities.

F. SHOULD MIGRANT STUDENTS RECEIVE SPECIAL EDUCATION SERVICES?

Presenters: Dr. Catharine R. Whittaker (Associate Professor, SUNY @ New Paltz, New Paltz, NY)
Dr. Spencer Salend (Professor, SUNY @ New Paltz, New Paltz, NY)
Amy Kletter
Lynn Reynolds
Elizabeth Seeley
Lee Smassanov

Children whose parents migrate for employment in agriculture and fishing are at high risk for school failure. Many do not receive adequate health and special educational services. Learn how to appropriately evaluate, place and instruct this ethically and linguistically diverse population.

G. THE CULTURALLY SENSITIVE DISCIPLINARIAN

Presenter: Dr. Thomas McIntyre (Hunter College, New York, NY)

Given the increasing cultural diversity in our schools, teachers must become more aware of cultural differences in behaviors. This workshop addresses differences that are often misperceived as a "behavior problem" and recommends behavior management modifications that work with rather than against a student's cultural upbringing.

SESSION VII

12:15 - 1:00

A. COLLEGE SUCCESS STORIES WITH HELP

Presenter: Joyce Kildahl (Tutor, HELP Program, Manhattanville College, Purchase, NY)

This presentation will focus on a particular program for learning disabled students in a post secondary setting, the HELP program in Manhattanville College. Although the information is program specific, the data about learning

disabled students is more general, and consequently, applicable to LD students in other college settings.

B. DATA-BASED PROGRAM MODIFICATION FOR DEAF STUDENTS WITH OTHER DISABILITIES

Presenters: Dr. Tony Daddiego (Special Education Supervisor, Lexington School for the Deaf, Jackson Heights, NY)
Dr. Barry McNammara (Associate Professor of Education, Dowling College, Oakdale, NY)

The purpose of this workshop is to share the results of a program to train teachers of severely disabled students to apply Data-Based Program Modification (DBPM) procedures in their classroom. Participants will have an opportunity to discuss the application to their settings. Specific examples from the classroom will be shared.

C. TRANSITIONING THE SPECIAL EDUCATION STUDENT: THE COMMUNITY LIFE SKILLS PROGRAM

Presenters: C. Brosnan (Teacher, Saratoga-Warren BOCES, Saratoga Springs, NY)
S. Cooper (Occupational Therapist, Saratoga-Warren BOCES, Saratoga Springs, NY)
C. Hopkins (Speech Therapist, Saratoga-Warren BOCES, Saratoga Springs, NY)
N. Rasner (Teacher, Saratoga-Warren, BOCES, Saratoga Springs, NY)

This presentation will focus upon implementing an effective "Community Life Skills Program" utilizing the resources in the immediate community and a team concept of exposing and training the special needs student. Practical transition between the school and community setting is emphasized, while students develop specific skills and socially appropriate behavior necessary for future job placement and community living.

D. INFORMATION ACCESS FOR THE SPECIAL ED. STUDENT USING THE NEW TECHNOLOGIES

Presenters: Dr. Marguerite Costello (Coordinator of Computer Services, Nassau BOCES, Westbury, NY)
Rick Cronk (Learning Center Teacher, Nassau BOCES, Westbury, NY)

New technologies including interactive CD ROM books, programs and libraries and voice contol of the computer have great implication in the education of students with disabilities. Workshop will include discussion and demonstration of CD ROM and the Voice Navigator.

E. USING STORYTELLING IN THE INCLUSIVE CLASSROOM

Presenters: Dr. Anne L. Gross (Assistant Professor, St. Thomas Acquinas College, Sparkill, NY)
Dr. Libby Wyatt-Ortiz (Assistant Professor, St. Thomas Acquinas College, Sparkill, NY)

Through discussion and demonstration, participants will explore ways to use storytelling to develop children's literacy skills. A variety of storytelling resources will be shared and participants will be encouraged to develop their own person as they join in storytelling activities.

F. WORKING TOGETHER WITH ANIMALS TO HELP CHILDREN WITH CHALLENGING BEHAVIORS

Presenters: Dr. Deborah C. Clark (Assistant Professor, D'Youville College, Buffalo, NY)
Rachel (terrier-mix)
Raymond Plouffe (Director, Pet Therapy Department, Douglas Hospital Center, Verdun, Quebec)
Carlos (Affenpinscher)

An overview of Animal-Assisted Activities and Animal-Assisted Therapy techniques and methods will be presented. This will include physical, psycho social, educational, and motivational benefits. Participants will develop an understanding of the use of animals as adjuncts to the therapy in educational settings.

G. FILM VIEWING

EDUCATING PETER
WINNER OF A 1992 ACADEMY AWARD

A controversial federal law requires that – whenever possible – children and youth with disabilities should be included in classes with non-disabled children. This is the story of a Down Syndrome boy and his classmates testing the limits of the law. It chronicles the school year of Mrs. Stallings' third grade class, from their first harrowing week, through tribulations and discovery. Finally Mrs. Stallings, Peter, and her other students find the rewards of educating Peter.

Distributed by **National Professional Resources, Inc.** 25 South Regent Street, Port Chester, NY 10573. Phone 1-800-453-7461.

H. POSTER SESSIONS

1. "LISTEN UP! USING TAPED BOOKS IN THE CLASSROOM"
Jean Crockett (Principal, Henry Viscardi School, Albertson, NY)

2. "ON TEACHING CHILDREN WITH HIV/AIDS"
Melanie Gardner (Student, Marist College, Poughkeepsie, NY)

3. "SUCCESSFULLY MEETING THE ACADEMIC/VOCATIONAL NEEDS OF HIGH SCHOOL SPECIAL EDUCATION STUDENTS"
Deena Holland (Director of Instructional Services, Nyack Central School, Nyack, NY)

4. BEHAVIORAL INTERVENTION STRATEGIES FOR PARENTS OF CHILDREN WITH AUTISM
Patricia Kennedy
Christine Schweers
Deanna Walsh

5. PEERS AS MODELS FOR AUTISTIC YOUNGSTERS

Vincent Mandato
Mary Mitchell
Kathleen Ryan

6. INTERVENTION STRATEGIES FOR ATTENTION DEFICIT DISORDER

Dr. Stephen McCarney (Hawthorne Educational Services)

7. PIC-JOURNAL MATH: UNDERSTANDING LEARNING DIFFERENCES THROUGH ALTERNATE ASSESSMENTS

Dr. Andi Stix (Director, Gifted and Talented Enrichment Center, New Rochelle, NY)

8. MAIL BONDING

Dr. John Szolnoki (Teacher, BOCES-Southern Westchester, Harrison, NY)

9. PROUD PARENTS PRESENT AT A POSTER SESSION

Dr. Gladys Williams (Fred S. Keller School, Yonkers, NY)
Dr. Corrine Donley (Fred S. Keller School, Yonkers, NY)

10. IMPROVING TEACHER PREPARATION: A RESEARCH STUDY

Dr. Nancy Ellsworth (Assistant Professor, Fordam University, New York, NY)

1:00 - 1:30

SNACK
OPEN TIME TO VIEW EXHIBITS
RAFFLE IN THE EXHIBIT AREA

SESSION VII
1:30 - 2:30

A. DEVELOPING COLLABORATING CONSULTANT TEACHERS IN NYC

Presenters: Dr. Katherine Garnett (Associate Professor, Hunter College-CUNY, New York, NY)
Timothy Lackaye (Project Associate, Hunter College-CUNY, New York, NY)
Marc Gladstone (Special Educator, City as Schools, New York, NY)
Stephanie Weaver (Special Educator, High School of Redirection, New York, NY)
Carolyn West (Special Educator, IS 132, New York, NY)

This presentation describes the Hunter College graduate program preparing Consultant Teachers. Discussion of issues and problems of implementing consultant teacher services, description of specialized field experiences, detailed case studies, and practical advice. Handouts include the project's Consultant Teacher Guidebook.

B. THE CHALLENGES FOR STUDENTS WITH TRAUMATIC BRAIN INJURY: RETURING TO SCHOOL

Presenters: Dr. Patrick J. Hartwick (Assistant Professor, SUNY @ Geneseo, Geneseo, NY)
Timothy J. Feeney (Coordinator of Behavioral Services, SUNY @ Geneseo, Geneseo, NY)

Students are expected to return to school, function independently in group instruction and learn complex information. These educational goals require careful planning. The presentation will focus on the recovery of cognitive, emotional, social and behavioral deficits that children experience following a head injury and services necessary for academic success.

C. ENHANCEMENT OF VOCATIONAL OPPORTUNTIES FOR INDIVIDUALS WITH DISABILITIES THROUGH PROMOTION AND REPLICATION OF VALIDATED EXEMPLARY PRACTICES

Presenter: Joani Madarash (Dissemination Specialist, PEER Regional Network-National Center for Disability Services, Albertson, NY

Outstanding programs are validated and promoted by the PEER Regional Network PEER identifies programs enhancing vocational, educational, and independent living opportunities for individuals with disabilities. Exemplary transition programs will be highlighted. Additionally, technical assistance applications for replication of state-of-the-art practices will be offered to assist pro-active organizations to develop new services and/or revitalize existing programs.

D. FILM VIEWING

REGULAR LIVES

This is a documentary showing the integration or inclusion of students with mental and physical disabilities into regular education and community life.

Distributed by **The Council For Exceptional Children,** 1920 Association Drive, Reston, VA 22091-1589. Phone 703-620-3660.

ADHD WHAT DO WE KNOW?

This video reviews the history of the Attention Deficit Hyperactivity Disorder and introduces the viewers to three people who are ADHD.

Distributed by **National Professional Resouces, Inc.,** 25 South Regent Street, Port Chester, NY 10573. Phone 1-800-453-7461.

E. EVALUATING OUTCOMES FOR STUDENTS WITH EMOTIONAL DISABILITIES

Presenters: Dr. Eileen McCarthy (Director of Special Education, Rockland BOCES, West Nyack, NY)
Dr. Daniel Sage (Professor, Syracuse University, Syracuse, NY)

An SED funded outcome evaluation study for students with emotional disabilities will be described. Identification and measurement of student outcomes such as presence, participation, accomplishment, contribution, and satisfaction in relation to the non-disabled population will be discussed.

F. THE ROLE OF AN ASSISTIVE TECHNOLOGY TEAM IN THE INCLUSIONARY EDUCATIONAL SETTING

Presenters: Cynthia Tomlins (Assistant Technology Coordinator, Saratoga-Warren BOCES, Saratoga Springs, NY)
Michelle Powers (Speech-Language Pathologist, Saratoga-Warren BOCES, Saratoga Springs, NY)
Lou Baish (Occupational Therapist, Saratoga-Warren BOCES, Saratoga Springs, NY)
Debra Walton (Physical Therapist, Saratoga-Warren BOCES, Saratoga Springs, NY)

This presentation will provide the audience with information concerning Assistive Technology Services and the effectiveness of a multidisciplinary approach in facilitating student participation in inclusionary settings. Roles of the team members will be identified. Intake policies, evaluation procedures, and follow-up services will be presented in depth.

G. THE HEARING IMPAIRED CHILD ENTERING THE MAINSTREAM

Presenters: Susan Cavanagh Martello (Principal, Nassau BOCES Program for the Hearing Impaired, Bethpage, NY)
Rebecca Kooper (Educational Audiologist, Nassau BOCES Program for the Hearing Impaired, Bethpage, NY)

Due to early intervention programs, many hearing impaired children are returning to their home districts for full mainstreamed experiences. This presentation is designed to give the school districts the information they need to develop an IEP, to order the appropriate listening devices, and provide support for the classroom teacher as well as other school personnel.

H. TRANSFORMING "THE LITTLE SHOP OF HORRORS": DEVELOPING AN INTERDISCIPLINARY CURRICULUM FOR EMOTIONALLY DISORDER STUDENTS

Presenters: Brother Paul Fantetti (Executive Director, Martin De Porres School, Springfield Gardens, NY)
Jo'Anne Brancato (Director of Curriculum, Martin DE Porres School, Springfield Gardens, NY)

Linking best practices for working with middle school age African-American, and severely behavior disorder ED students has lead a day school to develop a three year process of transforming its curriculum from a skills based approach to an interdisciplinary collaborative teaching model. Learning, therapeutic, and system improvement gains are notable.

SESSION VIII
2:45 - 3:30

A. SPECIALIZED ESL FOR SPECIAL CHILDREN

Presenter: Dr. Nancy Cloud (Assistant Professor, Hofstra University, Hempstead, NY)

Currently special educators face a unique challenge: the delivery of appropriate services to limited English proficient youngsters with disabilities, including appropriate designed ESL services. This season will treat the critical service delivery issue of planning and implementing effective ESOL programs for special education students.

B. INCLUSION IN THE APPLE: PROCESS AND PROGRESS AT IS 227, QUEENS

Presenters: Cathy Rikhye (Coordinator, Office of Inclusive Education, New York, NY)
David Sills (Special Education Supervisor, IS 227, East Elmhurst, NY)
Nira Schwartz-Nyitray (Queens Inclusion Facilitator, New York, NY)

The process of implementing an inclusive educational program at the intermediate school level will be examined through an exploration of the roles and responsibilities of program participants including general and special education administrative and instructional staff, related services personnel, and general and special education students and their families.

C. THE INTERSECTION OF SCHOOLS, BUSINESS AND STUDENTS WITH SPECIAL NEEDS

Presenters: Janet Strander (Teacher, SW BOCES, Valhalla, NY)
Noelle Appel (Teacher, SW BOCES, Valhalla, NY)
Cory Magarelli (Coordinator, Education & Business Partnerships, SW BOCES, Valhalla, NY)

This presentation provides an overview of the Westchester School/Business Partnerships. The objectives of the program are to demonstrate how these partnerships provide the mechanisms for students with special needs to develop social and vocational competencies necessary for employment.

D. COLLABORATIVE LANGUAGE INTERVENTION FOR THE SPECIAL NEEDS STUDENT

Presenters: Maureen Brown (Speech and Language Specialist, Bedford Central School District, Bedford, NY)
Vicki Hessert (Special Education Teacher, Bedford Central School District, Bedford, NY)

The idea of a collaborative language intervention program was developed to facilitate delivery of speech and language services to children with special needs in an integrated setting. This presentation will provide an alternative to traditional "pull-out" therapy, incorporating collaboration, language development and related Individualized Educational Plan goals.

E. TRANSITION SERVICES IN RURAL SETTINGS FOR SECONDARY STUDENTS WITH DEVELOPMENTAL DISABILITIES: *A MODEL FOR EMPLOYMENT*

Presenters: Sandra L. Miller (Assistant Professor, SUNY @ Geneseo, Geneseo, NY)
Patrick J. Hartwick (Assistant Professor, SUNY @ Geneseo, Geneseo, NY)

This presentation will discuss a transition service model used in rural Western New York. Model components include (1) "Future planning" for students and parents, (2) strategies for successful interagency collaboration, and (3) a "teacher friendly" employment market analysis procedure for enhancing employability outcomes.

F. DEVELOPING & IMPLEMENTING A TOTAL COMMUNICATION SYSTEM FOR STUDENTS WITH DEVELOPMENTAL DISABILITIES

Presenters: Trish Gentile (Speech Teacher, Nassau BOCES, Westbury, NY)
Susan Cohen (Speech Teacher, Nassau BOCES, Westbury, NY)

The effectiveness and importance of a total communication program for students with developmental disabilities is discussed. The presentation includes methods for the effective integration of total communication in the classroom and home settings.

G. THE NATIONAL DANCE INSTITUTE (NDI) AND THE SPECIAL NEEDS STUDENT

Presenter: Brother Stephen Tuohy (Special Education Teacher, NDI Coordinator, Martin De Porres School, Springfield Gardens, NY)

A day school for severely behavior disorder students describes its third successful year of involving its students in the National Dance Institute program. Through NDI, students complete a 30 week school based training program in dance. Practical steps in planning and implementing this program, and positive outcomes for special needs students are demonstrated.

Earn Graduate Credit From Manhattanville College

COURSE TITLE: NEW YORK STATE CEC CONFERENCE
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This graduate education course is offered in conjunction with the annual conference of the New York State Federation of Chapters of the Council for Exceptional Children. Topics will include incorporating cultural diversity in the classroom, bilingual education, inclusion, transition, technological advances and effective teaching strategies. Course participants attend the two day conference and a culminating seminar. The culminating seminar will be held directly after the conference on Saturday at the convention site. Participants must register for the conference and pay the student conference fee in addition to the course cost.

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President's Message

(Continued from Page 3)

4. **Listings of CEC Federation Officers.**
Our new officers – John Szolonoki, Treasurer, Michaelene Meger, Vice President, and Paul Lucas, Marc Gladstone and Deborah Borie, Regional Representatives, as well as our existing officers, are each interested in hearing from you, about concerns or ideas you have.

5. **Call for Participation for the 1994 Convention in Rochester.**
Start thinking now about what you and your colleagues will be doing this year that can be shared with others at our Convention. The giving and getting which presenters get at the Convention is unparalleled.

This will be a demanding year for us all – our time will be requested, our energy will be siphoned, our telephone bills will be high. Please help us to make this a year of both giving to and getting from NYS CEC.

****CALL FOR MANUSCRIPTS****

TOPICAL ISSUES TO BE INCLUDED IN *THE FORUM:*

FALL 1993
"FACILITATIVE COMMUNICATION"

SPRING 1994
"TRANSITION PROGRAMS"

PAN Report

(Continued from Page 6)

are very timely. See next comment regarding NY State Senate Bill. If you were unable to make the public meeting, you can send your written comments directly to OSEP at:

Dr. Catherine Cooke
Office of Special Education Program
US Department of Education
Switzer Building, Room 3623
Washington, DC 20202-2722
202-205-5391

NY State Senate Bill S. 5469. Senator Nicholas A. Spano, 35th district and Chairman of the Mental Health and Developmental Disabilities Committee has introduced a bill which will amend the education law. Specifically this bill provides that the Office of Special Education Services (OSES) shall be the principal office administering programs for the education of children with disabilities. In addition, this legislation provides for the position of assistant commissioner to direct the work of OSES. Three division directors and three bureau chiefs to assist the assistant commissioner are also provided. As a result of the reorganization at the State Education Department, OSES and the Assistant Commissioner position which oversees it has been eliminated. This office served as a vital link between parents, educators, and the department. Not to mention the important role in the implementation of federal special education mandates. Your letters in support of this bill are crucial. Send letters of support to:

Senator Nicholas Spano
Room 817, LOB
Albany, NY 12247
Senator Charles Cook
Room 512, LOB
Albany, NY 12247
Assemblyman Alan Hevesi
Room 943, LOB
Albany, NY 12247
Assemblyman Angelo Del Toro
Room 836, LOB
Albany, NY 12248

Please note that in all cases when we ask you to write, a long letter is not always necessary. A postcard with a brief note will in many cases hold as much weight as a long letter. So for those of you who do not have the time for a letter, drop a post card in the mail today!

For more information on the above, unless otherwise noted, contact:

Sharon Raimondi
Assistant Professor
Buffalo State College
1300 Elmwood Avenue
Buffalo, NY 14222
716-878-5311

WOULD YOU LIKE TO ADVERTISE IN THE FORUM?

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Special Airfare

USAir has been designated as the official carrier for the attendees of the New York State Federation of Chapters of the Council for Exceptional Children, November 5-6, 1993, in White Plains, New York. USAir agrees to offer an exclusive low fare for the attendees. This special fare will offer a 5% discount off First Class and any published USAir promotional round trip fare. A 10% discount off unrestricted coach fares will apply with 7 day advance reservations and ticketing required. These discounts are valid providing all rules and restrictions are met and is applicable for travel from the Continental United States, Bahamas, Canada and San Juan, PR. Meeting discounts are not combinable with other discounts or promotions.

Additional restrictions may apply on international travel.

These meeting discounts are valid between November 3-7, 1993.

To obtain this meeting discount, you or your travel agent must call USAir's Meeting and Convention Reservation Office at 1-800-334-8644; 8:00 AM - 9:00 PM, Eastern Time. **REFER TO GOLD FILE NO. 57350032.**

ATTENTION STUDENTS!

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If interested, include a note with your registration materials or contact:
Debbie Chicorelli
RD #1, Box 534
Oneonta, NY 13820

New York State Federation of Chapters of the
COUNCIL FOR EXCEPTIONAL CHILDREN

1994 Convention
CALL FOR PARTICIPATION

We are pleased to invite proposals for sessions at the 1994 New York State Convention: *Teachers Making A Difference: Effective Solutions for Real Problems.*

Proposal Topics and Convention Strands

This convention will address a broad range of topics associated with individuals with special needs. We are looking for presentations that address one or more of the following themes: Collaboration, Consultation, Early Intervention, Effective Teaching Strategies, Inclusion, Technology, Transition Planning, Assessment Issues and Concerns for Culturally's Linguistically Diverse Students, Home/School Partnerships and Fed/State/Local Topics.

Selection Process

The President Elect, in conjunction with the Program Advisory Committee, is responsible for selecting all papers and programs presented. The selection criteria may include any or all of the following: relevance to convention themes; innovation, clarity, and organization; and estimated audience appeal. Only one submission per person will be accepted.

Proposal Format

For full consideration, all proposals should follow the prescribed format which includes:

a) A proposal information sheet (on next page)
b) 4-5 learning goals for audience members
c) 200-250 word description of the presentation
d) 35-40 word abstract of session

Send three copies of (a), (b), (c), and (d) to: Debbie Chicorelli, RD # 1, Box 534, Oneonta, NY 13820. (home: 607-432-4909: work 607-433-8262). Be sure to retain a copy of the proposal for your records, since materials submitted cannot be returned. **The deadline for proposals is February 15, 1994. You will be notified by July 1 if your proposal has been accepted.**

Information for Presenters

While audiovisual equipment will not be provided by the convention committee, information about equipment rental will be included with proposal acceptance letters. All presenters are expected to register for the convention, at a special reduced presenter rate, at least the day of the convention on which their presentation is scheduled.

Presentation Format

Presentations may be proposed in several formats. Please review the option described below, and indicate the format which would suit your presentation the best.

Regular Session: Presentation may be research, lecture, panel, demonstration, or other appropriate style. Time lengths are indicated on the proposal form, and presenters can select the most appropriate one: 45 minutes, one hour 15 minutes.

Poster Session: One hour. Appropriate for informal report on research, demonstration of materials. Only display tables and easels will be available, set up in a room designated for poster sessions.

Topical Panels: Based upon need and interest, panels will be put together by the conference organizers. If you would be willing to be a part of a panel, if your session is not accepted, please so indicate on the proposal information sheet.

SEE OVER FOR PROPOSAL INFORMATION SHEET

New York State Federation of Chapters of the
COUNCIL FOR EXCEPTIONAL CHILDREN
invites proposals for the
1994 Convention:
Teachers Making A Difference:
Effective Solutions for Real Problems
November 4 & 5, 1994
Hyatt Regency
Rochester, New York

Proposal Information Sheet

Please Print or Type

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Presenter:_____

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Address:_____

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(list additional presenters and affiliations on additional page)

Type of presentation *Check one:*

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This convention will address a broad range of topics associated with individuals with special needs. We are looking for presentations that address one or more of the following themes: Collaboration, Consultation, Early Intervention, Effective Teaching Strategies, Inclusion, Technology, Transition Planning, Assessment Issues and Concerns for Culturally's Linguistically Diverse Students, Home/School Partnerships and Fed/State/Local Topics.

Panel option *Check One:*

_____ I am not interested in being part of a panel
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Intended Audience *Check all that apply:*

_____ Special Educators
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Anticipated Level of Audience *Check One:*

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❑ Intermediate
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Please send three copies of this form, the 4-5 learning goals for audience members, 200-250 word description of the presentation, and a 35-40 word abstract of the session to: Debbie Chicorelli, RD #1, Box 534, Oneonta, NY 13820. The deadline for proposals is February 15, 1994. (See Over) You will be notified by July 1 if your proposal has been accepted.

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Annual membership dues in CEC include $15.00 for subscription to *Exceptional Children* and $12.00 for *TEACHING Exceptional Children*. Annual membership dues in CCBD Division include $6.00 for subscription to *Behavioral Disorders*; annual membership dues in MRDD Division include $5.00 for subscription to *Education and Training in Mental Retardation*. This information is given in order to meet postal regulations. Please do not use as a basis for payment.

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November 4 and 5, 1994

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TOPIC ISSUE:

Facilitated Communication Featuring an Interview with Rosemary Crossley

CONTRIBUTORS **PAGE**

Sharon Cramer/President's Message 3

Call for Editors 4

Executive Board Minutes 8

Reichel, H./An Interview with Rosemary Crossley 5

Eberlin & McConnachie/Facilitated Communication: Employing Research Results to Develop Ethical Practice Guidelines 9

Call, Ellison & Hill/Facilitated Communication: Teaching Strategies for the Believer and the Skeptic 13

Jacobson, J.W./Facilitated Communication: Practice to Research 16

Spotlight on Chapters 21

Book Review/Karen Rozensky 23

Student Membership Survey Results 24

Special Friend Award Recipients 1993 24

Professional Opportunities 25

PAN Report 26

the FORUM

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President's Message

By: Sharon F. Cramer

Nearly Missed Opportunity It almost happened to me. I received a mailing from a local charity, with "Bill Enclosed" on the envelope. Because I had an extra minute, I opened the letter instead of tossing it out, and found that the "Bill" was a U.S. dollar bill. As a gimmick for a new charity campaign, it was a grabber – I am likely to recontribute that dollar and a few more. But it made me wonder about my near miss, and others I may not even have **known** I missed.

Opportunities to be Captured The Council for Exceptional Children poses many opportunities for educators to thoughtfully consider, and upon which to purposefully act. These range from the nearly invisible personal gesture to the public evidence of CEC's commitment to people with disabilities. I would encourage you to consider making use of one of these opportunities in the coming months.

One-to-One In our work in schools, agencies, institutions of higher education, and in the community, we have opportunities to recognize a special effort or a job well done. If someone takes the time to comment on something I've done, how much I value the notice, however it comes my way. Spontaneous appreciation, taking extra time to do some successful problem solving, lending a hand without being asked – these are things to do more often. Looking for the positive in our students must become every special educator's normal way of seeing: perhaps we can challenge ourselves to do the same thing with our co-workers.

Dialogues about Special Education We have many chances – in the lunchroom, on busy duty, waiting for a meeting to begin – to ask questions of our colleagues which can be the start of dialogues of substance. Questions can be the windows into "Thinking" rooms which are crammed full of new ideas. Questions can serve to open up discussions at a later, more leisurely time. CEC's statement about inclusion, articles from **Teaching Exceptional Children,** or other sorts of follow-up materials which are relevant to the person we talked with in that borrowed minute can help us get into the secret, "thinking" rooms which have previously been closed to us. As in discoveries made in the many hidden spots in **The Secret Garden,** we may find delights we never expected.

Sharing facts and information As educators, we have access to a lot of information which is valuable to others at particular points in time. This may include information about new regulations, transition planning, or local resources. We may have difficulty disseminating information, and as a result, lose some unique opportunities. Perhaps at the CEC State Convention in November, you will hear something which you think could be of use to one of your co-workers, or a parent of a student in you class. Instead of thinking, "Too bad I can't share the information" you can grab an extra set of handouts, and pass them along.

Opportunities Unlimited Let's change our ways, and take advantage of the opportunities. Don't make the mistake I almost made, of throwing away the unexpected money which came in the mail. Let's realize that the possibilities are here, and make the most of them.

The Forum Editor Search

The Publications Committee of NYS-CEC is seeking individuals to fill the position of Editor and Managing Editor of *The Forum* beginning June, 1994. The qualifications for *The Forum* Editor include:

1. Experience as a special educator.
2. Ability to work with the Executive Committee by attending committee meetings and seeking advice on issues regarding *The Forum.*
3. Access to necessary support personnel and equipment (secretarial assistance and computer).
4. Ability to edit manuscripts and offer constructive feedback to authors.
5. Ability to solicit quality manuscripts.
6. Ability to communicate with the publisher, executive secretary and editorial advisory board.
7. Ability to meet appropriate deadlines and encourage others to do so.
8. Familiarity with the governmental structure of NYS-CEC.

The editor, according to the NYS-CEC Constitution, must fulfill the following responsibilities:

1. Be responsible for all organization, development, professional content, and publication of each issue of *The Forum.*
2. Provide the President *and the Publications, Government and Legislative Committee* with a written report of the status of *The Forum,* relative to the financial cost of publishing the previous issue and the professional content of the next issue *in June and December of each year.*
3. *Recommend* an editoral policy which outlines the internal structure of each issue of *The Forum* and the requirements for the submission of any professional article or information by a member of the New York Federation or professional interested in the education and general welfare of exceptional children.
4. Adopt specific guidelines for the organization and publication of *The Forum.*
5. *Publish The Forum four times during each administrative year, July 1 - June 30, during the Fall, Winter, Spring, and Summer.*
6. *Appoint a person to serve as Managing Editor of The Forum and meet responsibilities as follows:*
   a. Be responsible for securing all advertising space for each issue of *The Forum.*
   b. Outline advertising goals and strategies for each issue of *The Forum,* such that the total advertising space secured for each issue exceeds ten percent of the total cost of publication.
   c. Establish an advertising policy which outlines the requirements for all advertising, including a fee structure. This shall be submitted to the Editor for review and approval.
   d. Serve as a member of the publication subcommittee.
   e. In June and December of each year, provide the Editor with a report of the status of *The Forum,* relative to the amount of advertising space sold in the previous issues.

Persons interested in applying for the positions of Editor or Managing Editor should send a letter and resume to:

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WANTED: Persons to Run for NYS-CEC Offices

Are you a CEC member interested in serving on the State Executive Board? The following positions will be open for the 1993-94 year.

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AN INTERVIEW WITH ROSEMARY CROSSLEY

By Heidi Reichel
Educational Consultant/
Learning Disabilities Specialist

Facilitated Communication has become a controversial topic. That really saddens me, because, it is polarizing some wonderful, caring and committed people around the wrong issue. We shouldn't be choosing whether or not we **believe** in Facilitated Communication, because, frankly, belief is not what Facilitated Communication is all about. Facilitated Communication is about helping people with severe communication impairments learn to communicate. I can't imagine anyone objecting to that.

If there is a problem with Facilitated Communication, the problem is with the delivery of the service, not with the concept. I don't know how it happened. Perhaps there was a breakdown of communication. Perhaps some people were too willing to believe in miracles. Perhaps they were too eager to find a cure. Whatever the reason, it is apparent that there are all too many people who claim to be facilitators who are, to put it bluntly, putting words into children's fingers. These 'facilitators' may tell you that individuals being facilitated don't need to look at the communication device, which they are typing on. They may tell you that those same individuals don't need to be taught how to spell either. However, that really doesn't make sense. Why should severely communication impaired individuals require less instruction than everyone else? If there's someone trapped inside the body of a severely communication impaired six year old it wouldn't be a forty year old who already knows how to read, spell, and answer complex questions. It would be a six year old, eager to learn.

After I heard Rosemary Crossley, the originator of Facilitated Communication speak at a Suffolk County SEALTA Workshop on November 9, 1992, I knew that I had to interview her for this issue of **The FORUM**. I was able to interview Mrs. Crossley by telephone on December 11, 1992 while she was still at Syracuse University, where she had spent the Fall, 1992 semester, as a Visiting Scholar. It is my sincere hope that the interview, which follows, will shed some fresh light on Facilitated Communication.

Heidi Reichel - My first question for you is how did you first become interested in Facilitated Communication?

Rosemary Crossley - My first use of Facilitated Communication was forced on me by circumstances. It wasn't based on some kind of theoretical idea. It was the result of a very real practical need. I was working at an institution for children who were diagnosed as severely and profoundly intellectually impaired. All of these children had severe physical impairments and none of them could talk. I wanted to try and develop a communication system for one of the children, Anne McDonald. At the time Anne, who has athetoid cerebral palsy, did not have a wheelchair and she had never had physical or occupational therapy. She had enormous problems controlling her movements. In order for her to be able to sit and to look in front of her and to raise her arm so that she could actually point to things in front of her, I had to use my body to position her. I had to hold one hand behind her head to bring her head forward so that she could see. I had to use my other hand to support her upper arm to bring her arm out of its retracted position so that she could point. At the time, I thought that what I was doing may have some relevance to some children with severe physical disabilities. I certainly didn't realize it having the wider application that it has had since.

Reichel - That was with young children?

Crossley - Ann in fact, was sixteen.

Reichel - How did [Facilitated Communication] grow?

Crossley - I used the strategy when I needed to with other people with severe **physical** disabilities. Then a friend of mine, who's son had been diagnosed as autistic, asked me to see if I could work on a strategy for **him** to communicate. In fact, I held **his** hand, not because I thought he needed support but so that he wouldn't run away. When I was trying to work with him I discovered that he did have various hand function problems. He had difficulty pointing with his index finger. He had difficulty keeping his eyes on what he was doing. He had a number of the problems that we've since found in a lot of people with autism and other developmental disabilities. These problems made it very difficult for him, at the start, to use a communication aid successfully by himself. In fact, he has gone on to be a completely independent typer.

Reichel - And how old was he?

Crossley - When I first saw him he was about five or six, I think. He's now a teenager.

Reichel - So you have actually used [Facilitated Communication] now with a wide range of [people].

Crossley - Well, what happened is that in 1986 the federal and state governments [of Australia] funded the establishment of DEAL. This is a center for people with severe communication impairments. DEAL sees anybody whose speech isn't adequate to meet their communication needs. We expected to see mainly people who had severe physical impairments, mainly people who were using wheelchairs, in other words. In fact, we had a whole lot of people come to see us who were walking. People who had been diagnosed as autistic, people who had Down Syndrome, people who had been labeled as mentally retarded, a whole range of individuals. When we looked closely at these people, we

(Continued on Page 6)

(Crossley Interview Continued)

found that many of them had difficulty using their hands successfully. They didn't have hand function impairments as severe as the people with cerebral palsy but, they still weren't able to use their hands as effectively as people without disabilities.

Reichel - When I heard you speak, down in Suffolk County [SEALTA meeting 11/9/92], what really struck me the most was that **communication** is the key word. That probably sounds obvious to you. But I think that what I've seen in other places is people focus on the word, **facilitated**, and they don't quite know what it means.

Crossley - Right. And not every person needs facilitation. Not everyone who uses or who does need facilitation is able to read. These are two very common misconceptions. Firstly, there's a misconception that everybody who can't speak needs facilitated communication. That's wrong. A lot of people can use their hands perfectly well and don't need facilitation and a lot of people have such difficulty using their hands that they're better off using another kind of selection strategy, such as a head stick or light pointer or a switch controlled scanning program. As far as reading goes, there's again a presumption that if you can't read, well, then you can't be taught. That of course is also wrong. There are lots of people who cannot read and who have severe communication impairments but who are communicating quite effectively by pointing to pictures or symbols to indicate what they want and to compose sentences.

Reichel - Do you find it necessary to teach some of your clients the concept of using pointing as a means of communication?

Crossley - Yes. That's particularly necessary, obviously, with younger children. It's of course necessary, though it may be quite quick, for people who haven't been able to point before and haven't realized how effective pointing can be.

Reichel - How do you go about [teaching someone how to point]?

Crossley - Well, I might start with something motivating like a box of chocolates. I'd say, "What chocolate would you like?" As I can see the child looking at the box, reaching for the box wholeheartedly, I might help the child to point with their finger. Then I'd say, "You touch the chocolate you want. Just touch one chocolate." And we hope the child touches just one chocolate and then I'd say, "Right! Okay! Here! You get the chocolate!"

Reichel - So it doesn't have to be a communication board or a communicator?

Crossley - No! Of course not. And in fact, if you think of children without disabilities, how did they learn that pointing was effective? They pointed at the toy that they couldn't reach. They pointed at mom. They pointed at the bottle. So we learned that pointing got people's attention or got the item we wanted, without using any kind of communication aid.

Reichel - You're not really using any facilitation there either.

Crossley - Well, you might be using facilitation. I mean after all I don't want the child to put their whole hand in the box of chocolates. If they can't isolate an index finger, if they can't keep the other fingers out of the way, I may well help them hold back those other fingers, while they point with just one finger. So, yes I may indeed be using facilitation, but choosing from something that's very concrete. I might say, "Oh! Which of your dolls would you like to play with?" And again, make sure that the child has looked at the dolls and help the child, if necessary, to choose from the dolls.

Reichel - Just now you said you'd hold back the other fingers and at the workshop [SEALTA meeting 11/9/92] what you had said is, What we don't do is hold the index finger.

Crossley - I try to avoid doing that.

Reichel - For some folks who think they're doing facilitated communication, holding the index finger seems to be their primary facilitation.

Crossley - Look, I think that's making people more dependent than desirably we would want them to be. I don't want to keep on holding their hands any longer than I've got to. So I'm going to try and give them strategies for getting their index finger out. If the finger is floppy then the first thing that I'd do with the child might be to get a ball of clay or play-dough and help the child push their index finger into that ball of clay.

Reichel - To strengthen the finger muscles?

Crossley - To strengthen the finger muscles, yes.

Reichel - How long does it take for someone to be able to communicate with a facilitator? And then the next question would be, how long does it take before someone can be independent?

Crossley - Look, the answers to both questions are **very** variable. Some people start communicating virtually as soon as they are put in front of a communication aid. All they have been wanting is an opportunity. With other people, it's a real battle. They don't seem to enjoy the proximity at all. They don't like the activity. They perceive it as work and something to be avoided rather than as communication. It takes a while for them to realize that this really can be useful to them and that it can, in fact, be quite fun. As far as independence goes, that again is variable. If someone has a severe physical problem then it's going to take some time. Equally, we've seen other people who have been able to type without physical contact very

(Continued on Page 7)

(Crossley Interview Continued)

quickly indeed, within a couple of months.

Reichel - Months. Okay, months would be quickly.

Crossley - Months would be **very** quickly and that's not common. Those are people where, in fact, you feel very sad because if they'd been given access to a communication display or a keyboard earlier really could have learned to have used it effectively with out any major amount of help.

Reichel - Those are the people who are really trapped inside themselves.

Crossley - Well, I think all of the people who can't speak and haven't been given communication alternatives are trapped inside themselves. But it just seems so unnecessary **for the people**. Really, it would have been so **easy** if someone had just thought to offer them an appropriate communication aid.

Reichel - Are there standards for becoming a faciliator or should there be?

Crossley - There aren't any standards at the moment and it's actually fairly hard, for practical reasons, to introduce standards. I think in the future there will be, I hope,training courses at least for trainers. In that people who are going to go out and train other people to be facilitators should certainly have some kind of recognized level of expertise. **I'm a bit worried at the moment because, I've seen some information that's been fairly widely circulated here that's been put together by people who don't appear to have a lot of background in the field of non-speech communication and that say some things that are absolutely absurd.** For instance, one document actually said, "If this is going to work you won't need to teach the child to spell and it doesn't matter how you hold the hand." Now, those are completely wrong statements. Some children will have literacy skills that people haven't noticed, because of course the child hasn't been able to read aloud. But there will be other children who won't have literacy skills who haven't had the opportunity to acquire literacy skills but who have the capacity to acquire them if they are taught. And anyway, even if someone was never going to acquire literacy skills, facilitation still might be necessary to teach them pointing skills so that they could point effectively at pictures or real objects. The second statement that it doesn't matter how you hold the hand, is again completely wrong. What we're looking at is people who've got specific hand function impairments and the type of support that's offered to them, the way in which they're held, has to be determined based on the actual impairments that they've got. The idea is that they're given the least support that they need. If they can already extend an index finger then they don't need their hands held. So, you still might need to hold them at the wrist to keep them from pointing before they've **looked** at everything, before they've scanned the display in front of them, but you won't need to hold their hand. It's really **incredibly** important; how the facilitator holds the hand doesn't or hold the hand. That's even more important.

Reichel - I have had the experience of having people, who have claimed to be trained [in Facilitated Communication], tell me that the child [being facilitated] doesn't have to look [at the communication aid]. Now when you have a Cannon Communicator, this little tiny thing, either it has to be some kind of out of body experience that this child was going to be able to hit the right keys (while he's looking under the table and all around) or his facilitator is holding on to his index finger and putting his index finger where she wants it.

Crossley - Yes. Look, that's absurd. Firstly, you wouldn't accept that behavior from any other child. Why on earth do you except it from this child? I mean how many times do parents say to nondisabled kids, "Look at me when I'm talking to you." Now the child who can't speak, has to still learn appropriate interactive strategies. Obviously, if you're typing you can't necessarily be making eye contact with the person you're talking to at the same time. But, the appropriate interactive strategy, in that case, is to keep your eyes on the keyboard or your communication aid, every now and again glancing up to make sure that you've got the attention of the person that your trying to write the message to. That's the kind of pragmatic skill that we'd be trying to develop in any person who was using non speech communication. There's absolutely no reason for facilitation to make any difference. In fact, some people who have been using communication aids, for some time, can type successfully without looking.

Reichel - Not if the thing moves around the table.

Crossley - Of course, not if the thing moves around the table.

Reichel - I could see it with a large typewriter.

Crossley - Right. What these people are doing is they are relying on the facilitator to maintain their hand in a functional position above the communication aid and they are relying on the facilitator to give them feedback if they go off target. You know they're relying on the facilitator to say, "Hey D.J. this doesn't make sense, rub that out and start over." Then you'll see them look back. However, the people that I'm sure about being able to type when they're not looking are, in fact, generally, people who also are able to type without any facilitation what so ever. It's really fascinating to observe them typing without any physical contact because, then they're looking intensely at what they're doing. It doesn't mean that what was being said when they were being facilitated and weren't looking isn't their words. Often, it's perfectly obvious that they were their words. They can, after all, confirm whether they're their words or not when they're typing without support. But, they are able to look away because they are relying on their facilitator's monitoring skills. Now, the issue is if we don't **teach** people **how** to monitor their **own** output, how to look at the letters that are coming up on the screen or the letters that are coming up on the tape, if we don't teach them how to monitor their own hand position and the position of the communication aid, how on earth are they going to

(Continued on Page 8)

(Crossley Interview Concluded)

become independent? And to monitor these things they've got to look. I wouldn't care if someone never looked at his communication aid if they were doing all their typing without physical contact. That's their business at that stage. But I do care, when it's someone who's just started to use a communication aid and where they may be receiving a lot of support. It becomes very unclear as to how much of the message is then being produced by the person and how much is being produced by the facilitator. And that's not a good message to give anybody. It doesn't mean that the child doesn't have skills. The child may be able to do a lot more than their facilitators are doing. But they're not giving them a chance to. Are they?

Reichel - So you would have the interactive skills of looking at the communication device and the facilitator come before long protracted typing?

Crossley - Oh look. Sometimes you're working on everything at once. You might have somebody who's twenty years old, who's got a tremendous amount to say who's in fact typing with very minimal contact. They might be typing withsomeone's hand on their shoulder, but they haven't ever had a chance in their whole lives to develop the kind of pragmatic skills that they need. You know, it's not just a matter of looking up at the facilitator. I'm thinking of the situation where the person that you are actually having the conversation with isn't the facilitator. It's someone else. You've got a facilitator who's basically an interpreter, a piece of furniture, so to speak. Poor interpreters, I'm not putting them down. You know what I mean. The interaction is in fact with a third person. Now, in that case, the pragmatics are complex, aren't they? You've got to keep your eyes on the communication aid to make sure that you're getting your message out, to make it clear to the person you're talking to that this is you producing this message and that this is how you're doing it and you've got to glance up at them every now and again to make sure that you haven't lost their attention and to reinforce that this is you communicating to them. These are strategies that everybody needs. I mean you'd have a great deal of difficulty talking to me, if we were actually face to face as opposed to over the phone, if I averted my eyes from you. If I looked down you wouldn't know whether I was listening. Equally, you'd find it just as strange if I addressed you while I kept my eyes down.

Reichel - So, you're just teaching them the same strategies you would teach any other individual.

Crossley - The same strategies I'd teach any other individual, **yes**.

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Executive Board Meeting

The Executive Board meeting of New York State CEC met on September 19 in Rochester. Sharon Cramer, President for 1993-94, reported on the Leadership Institute for CEC Chapter Presidents she attended in Washington, D.C. in July. She shared information with Board members on convention formats and programs that federations from states around the country found to be successful in attracting special education professionals. Sharon also commented on the strong support and cooperation Chapter 615 has been giving to the November convention in White Plains. Vice-President Michaelene Merger discussed ways in which we can increase membership and outlined her plan for working more closely with Regional representatives. President-elect Debbie Shanley reported that the quality of the presentations received for Convention 1993 is excellent. She also reviewed progress on Convention 1994 and met with the Rochester area reps. Governor Kathy Hargis shared some concerns she had about the recommended Restructuring of CEC Governance. She also gave an update on the status of Denver 1994 Convention. Kathy reminded us that public hearings are scheduled across the state to hear public opinion on Inclusion and Funding Mechanisms for Special Education. Michaelene Merger will attend for the Executive Board. Newly-elected Treasurer, John Szolnoki, reported on the budget, and the current "Change of Treasurer" audit that we are undergoing as required by our Constitution.

FACILITATED COMMUNICATION: EMPLOYING RESEARCH RESULTS TO DEVELOP ETHICAL PRACTICE GUIDELINES

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Science and Developmental Disabilities

In the case of developing and marketing a new drug, there is a federally regulated standard and extensive research protocol that demands scientifically valid demonstration of efficacy and absence of adverse side effects in a progression from animal to human trials before the new drug can be legally prescribed. Many of the effective behavioral and educational techniques that are routinely used with individuals with disabilities have been developed and validated by similar scientific methods. However, the field of services for persons with disabilities has also seen it's share of the unquestioned acceptance and application of new treatments that have not been tested for efficacy or the lack of adverse effects.

The treatments based on Bettelheim's theory (Bettelheim, 1967) which posited that autism was caused by "refrigerator" parents, or the patterning movement (Delacato, 1966; Doman, 1974; Doman, Spitz, Zucman, Delacato, & Doman, 1960) which was based on the tenet that developmentally delayed children would benefit from being prompted through the normal motoric developmental sequence, are just two examples of untested procedures that gained widespread support and application before empirical testing. Unfortunately, these treatments proved ineffective when controlled research was completed. Of course, this also shed severe doubt on the validity of the respective underlying theories.

The fact that unproven treatments can gain such widespread acceptance and monopolize treatment resources may be more understandable within the context of the unique socioemotional milieu of parents and professionals who are involved with individuals with severe disabilities. We all have hope for breakthroughs and cures for conditions like autism that are not fully understood. Additionally, parents and their advocates sometimes hold a distrust of professionals and science (Jacobson, Mulick, & Kobe, 1993), both which often appear to strip parents of the hope that their child will ever recover and develop normally.

The Initial Excitement over Facilitated Communication

The use of Facilitated Communication (FC) for persons with autism, mental retardation, and other disabilities in the United States is the most recent example of the sudden and widespread use of a new treatment technique for developmental disabilities before the completion of adequate scientific studies to document the efficacy of the procedure. In a series of anecdotal reports (Biklen, 1990; Biklen et al., 1991; Biklen, Morton, Gold, Berrigan, & Swaminathan, 1992; Biklen & Schubert, 1991; Crossley, 1988, 1992) FC has been claimed to reveal advanced or surprising literacy abilities in many persons with autism and other developmental disabilities who were previously considered mentally retarded and unable to communicate or to communicate only minimally. Since FC is accomplished through the physical support of the disabled person's hand, critics of the approach have suggested that the person providing the assistance may be producing the communication (e.g., Cummins & Prior, 1992; Jacobson & Mulick, 1992; Wheeler et al., 1993). Some proponents of FC now claim that it works through a process of mental telepathy (e.g., Haskew & Donellan, 1992).

There have been several problems in trying to interpret the anecdotal reports of FC proponents. In the reports of Crossley and Biklen, there was no reliable information on diagnoses of the subjects, their pre-FC literacy abilities or communication skills, their intellectual and adaptive functioning levels, the amount and type of FC training the facilitators and subjects received, and there was no attempt to control for or prevent the facilitators from influencing and/or determining the message attributed to the individual with disabilities. This was particularly surprising, especially in light of published observations by FC proponents that facilitators can and do influence typed output during facilitation (Biklen, 1990).

The remarkable first reports of Crossley and Biklen were a valuable first step in the scientific process. However, FC proponents deny that their theories and procedures need scientific confirmation, or justification. Indeed, they have asserted that any attempt to validate this remarkable breakthrough with controlled, scientific procedures will destroy the phenomenon (Biklen, 1992). In effect, FC proponents such as Biklen have set up a theory that cannot be tested and are promoting an anti-science attitude. Yet, if true, Crossley's and Biklen's theories would mean that virtually everything that we have learned about autism over the last 50 years of scientific study is wrong.

The Basic Philosophy of Science

The goal of the scientific process is to determine the truth of hypotheses or theories. The scientific process consists of two contexts: the context of discovery where hypotheses and theories are developed based on phenomena observed but not yet understood (i.e. the initial anecdotal reports of Biklen and Crossley); and, the context of justification, where those hypotheses and theories are tested to determine if they are the best explanation of the phenomenon. Unfortunately, it appears that FC has not stood up

(Continued on Page 10)

well in the context of justification.

In the scientific method a good theory is one that can make specific predictions of a set of circumstances that will prove the theory wrong, as well as those that will confirm the theory. The "truth" about a theory or hypothesis is gradually discovered by replication and extension and by use of convergent and divergent methodologies. A brief illustration from physics, a "hard science," demonstrates how important it is to follow the scientific process.

Several years ago two chemists, Martin Fleischmann and D. Stanley Pons claimed that they had developed a cold fusion" process that would produce cheap, safe nuclear energy in a test tube. The potential importance of such a process to the energy-dependent world was staggering and the media seized on this story while federal and state agencies began throwing money at research on cold fusion. However, these two researchers had made an error in their analysis, which was discovered by other chemists and physicists from around the world attempting and failing to replicate and create cold fusion. There was a better explanation of the phenomenon than the one originally proposed. A mistake was made in the procedure leading to the illusion of energy (Huizenga, 1992; Taubes, 1993).

Thus, when remarkable claims are made there needs to be an objective evaluation of those claims; that is, the scientific method should be employed. Clinicians and researchers concerned with autism have begun to study Crossley's and Biklen's claims. In all fairness, it would be best to assume that the empirical researchers and the proponents of FC all have the best interests of individuals with disabilities foremost in their minds.

Science and Facilitated Communication

A wave of studies (see tables in Rimland, 1993a, 1993b, & 1993c) have been completed recently in several countries that were empirical, usually contained adequate methodological and demographic information, and attempted to control for or detect facilitator influence. In most of these 35 studies, which have totaled 285 subjects, the dramatic claims of those advocating FC have not been supported. In the few studies with positive results (11 of 285 subjects), "success" has been limited to the possible verification of one word responses with minimal evidence of unexpected literacy.

In various controlled assessments of FC published in peer reviewed journals when measures have been taken to ensure that the facilitator could not hear the questions being posed to the person being facilitated, the persons being tested were unable to show literacy ability above their previously tested non-facilitated levels (Bligh & Kupperman, 1993; Cummins & Prior, 1992; Eberlin, Ibel, & Jacobson, 1993; Eberlin, McConnachie, Ibel, & Volpe, 1993; Hudson, Melita, & Arnold, 1993; Moore, Donovan, & Hudson, 1993; Moore, Donovan, Hudson, Dykstra, & Lawrence, 1993). When measures were taken to ensure that facilitators could not see the objects or pictures to be named, the persons being facilitated could not label any stimuli correctly via facilitation (Eberlin et al., 1993; Eberlin, Ibel, & Jacobson, 1993; Klewe, 1993; Moore, Donovan, & Hudson, 1993; Szempruch & Jacobson, 1993; Wheeler et al, 1993).

Smith and Belcher (1993) reported a study in which facilitators were taught procedures making it less likely that they would influence the messages produced (they were told not to "pull back" when they thought an error was about to be made). In this study with 8 subjects, there were no findings of unexpected literacy. In a case involving sex abuse allegations, Bligh & Kupperman (1993) reported that merely having the facilitator look at the individual with disabilities rather than at the keyboard changed the typed output from cogent, sophisticated English to random strings of letters. These studies provide strong and convergent evidence that facilitators exert significant influence over typed responding. That is, in these published studies, when the facilitators saw pictures or heard questions that were different from what the client saw or heard, the facilitated output was correct for what the **facilitator** saw or heard, not for what the client saw or heard.

The few positive reports of FC efficacy that have attempted the scientific control of keeping the facilitators blind to the correct answers have produced equivocal findings. Australia's Intellectual Disability Review Panel report (IDRP; 1989), widely cited by proponents as providing justification for FC, reported that independent literacy ability was verified for one of the three persons tested when using a music and headphone screening procedure (each of these three had appeared to demonstrate unexpected, advanced literacy abilities in uncontrolled situations). However, Cummins and Prior (1992) have provided a compelling reanalysis of those results that did not support that conclusion. Although that one participant answered 2 of 4 questions correctly when the facilitator heard a different question via headphones, the IDRP report noted technical difficulties that allowed the facilitator to hear all or part of several of the questions. Since this same person could not answer any questions correctly when the facilitator listened to music while the questions were asked, Cummins and Prior concluded that the results should be interpreted as not supportive of FC validity. The IDRP evaluated three other clients from Crossley's DEAL Centre using a message passing paradigm. Crossley initially refused to participate in the IDRP process but later relented and selected three DEAL clients to participate in a message passing study. The IDRP reported that all three were able to answer questions correctly with facilitation. However, Cummins and Prior have noted that these clients could also communicate by typing independently of facilitators. In other words, each had literacy abilities before exposure to FC. In addition, no diagnostic information was presented so that it was unclear if these results related to the claims of surprising literacy skill via FC in those with autism or limited intellectual ability.

The other positive report widely cited by proponents of FC was published as a letter to the editor, not as a scientific research study, so that it avoided the scientific peer-review process (Calculator and Singer, 1992). The facilitators heard white noise played through headphones as their subjects were administered the Peabody Picture Vocabulary Test-Revised (Dunn & Dunn, 1981). Several issues limit the significance of this report. First, pointing to one of a choice of four pictures is not relevant to the claims of surprising, unexpected literacy skills obtained in

(Continued on Page 11)

typed communications where there is a choice of at least 26 characters. Second, chance correct responding is at a fairly high rate (25%). As such, minimal cues to the facilitator (e.g., observations of length of utterance and lip reading of the examiner by the facilitator) vastly increase the likelihood that the facilitator can influence responding. Accordingly, it was unclear from their report if the screening procedure was adequate to guarantee that the facilitator had no clues (auditory and visual) concerning the correct answers (Jacobson et al., in press).

Although FC was first developed in Australia by Crossley, its use there has been discredited by scientific, judicial, and government review. In a matter of fact, the Australian government has recently cut the funding for the DEAL Centre in Australia, the agency run by Rosemary Crossley where FC was developed and practiced extensively (Rimland, 1993c). A phenomenon of considerable interest to the involved professionals and scientists in the United States is how quickly this procedure with its counter-intuitive theory was adopted and unquestionably supported without a shred of scientific support.

In summary, there was initial enthusiasm regarding FC as a result of Biklen's (1990) report which stimulated immediate acceptance and implementation of FC across the United States. The initial anecdotal reports from the Syracuse group regarding the application of FC in the United States and the workshops presented across the country presented by this group were also exciting and included reports of dramatic breakthroughs and claims of unexpected literacy in previously uncommunicative individuals. Although a weak theory was espoused that served to attempt to protect FC from science, science nonetheless proceeded. The results of controlled studies have failed to support any of the initial, excited, and dramatic claims of FC proponents, and have convincingly established that facilitators can, and often do, influence or determine the typed output obtained during FC.

Ethical and Professional Risks

In light of the quickly accumulating solid research base which indicates that facilitators often, if not always, exert unintentional control over messages produced during FC, significant ethical issues and risks regarding the use of FC abound. These issues and risks are especially serious since FC is already in such extensive use. This saliently underscores the need to develop ethical practice guidelines. Things would not be quite as complicated had FC followed a rational path involving scientific confirmation before dissemination and widespread application.

Major portions of staff responsibility, participant's program content, and financial resources are being allocated for the use of FC in many cases where facilitators, parents and professionals have unquestioningly accepted the validity of communications produced via FC without controlled verification. There is a large body of empirical research on the effectiveness of more accepted techniques to teach communication skills to individuals with disabilities (e.g., Kaiser & Grey, 1992) but use of these techniques has often been supplanted by FC. The loss of valuable program time and misallocation of limited resources is one serious risk of unquestioned acceptance of FC.

It is an admirable and sensible goal to give individuals with severe communication deficits independence, choice, and control over their own lives. If cases can be adequately documented where FC is validated this goal is realized. However, in cases where FC is not validated (the overwhelming if not exclusive situation), uncritical and unverified acceptance of FC output could lead to more oppressive practices and less control for the participant if the facilitator produces output that is against the participants wishes. For example, during training facilitators are exhorted to ignore any verbal or nonverbal communication and only believe the message produced via FC. One should ask why ignoring direct communication while responding to a dubious message empowers the participant, as FC proponents claim.

Proponents also cite supposed positive side effects of the FC procedure as sufficient reason for its continued use. One of these side effects may be the development of more positive reactions by care providers towards the communication partner with disabilities. However, to justify the practice of FC as a method to improve relationships is clearly unethical if based on a belief (which very well may be false) that the messages produced are coming from the person with disabilities.

Another side effect of FC has been placing persons into more normalized settings based on their new found "abilities." In this process the person may enjoy some benefits of a normal setting but also has become totally dependent on the facilitator for communicating. It is a very sad state of affairs that FC proponents promote an unproven procedure as a means to increase staff and societal interest in persons with disabilities. They are in fact promulgating an implicit attitude that persons with disabilities are not valuable unless they are more like the rest of us; that is, unless they can communicate on par with the skills of the facilitator and unless they chose to act and communicate normally. Acceptance of persons with disabilities should be based on their real characteristics as people not on false and deceptive beliefs developed via unverified facilitation.

Self discovery or assessment findings that indicate facilitator influence can be potentially emotionally devastating to the facilitator or to parents whose hopes and expectations have been readjusted repeatedly. There have been reports of several facilitators who were very distraught when they discovered that they were the source of the facilitated communications (Eberlin, Ibel, & Jacobson, 1993; Wheeler, et al., 1993). It is unclear what effect such a discovery of false beliefs in a child's new literacy would have on a parent who had been told, and believed, that their child was actually normally intelligent and capable of expressing deep emotions, only to find that they had actually been getting messages from the facilitator, or themselves. Parents whose children with disabilities are producing facilitated messages are faced with an emotionally laden choice-point when it is discovered that the child is not the source of the messages. In some cases, parents may be relieved or they may deny the veracity of the findings. In other cases, they may have to reexperience their initial devastation when they first accepted the severity of their child's handicap.

Most distressingly, there have also been scores of

(Continued on Page 12)

unverified child abuse allegations reported via FC (e.g., Bligh & Kupperman, 1993; Chideya, 1993; Hostler, Allaire, & Christoph, 1993; Rimland, 1992; Talan, 1993). These allegations have had a tremendous deleterious impact on the accused parents, teachers, and other care providers. Teachers have lost jobs, parents have been incarcerated and lost custody, and all accused have faced staggering legal fees and personal emotional trauma. While most courts have not accepted the validity of FC-produced allegations, the accused still must defend themselves against child protective and criminal investigations. In light of the lack of scientific validity, civil counter-suits are being brought against individual facilitators and agencies (Rimland, 1993a).

Ethical and Professional Guidelines

To date, **there has not been even one** published report of an individual who has shown improved literacy via FC in a study that used adequate scientific controls. The overwhelming lack of validation to date does not mean that there will never be a successful case of FC confirmed. It does, however, dictate that professionals and parents should be proceeding with much more caution about supposed "abilities" apparent only via FC.

FC should be viewed as an unproven experimental treatment technique with inherent associated risks. In any instance of it's use (be it already in use or in consideration for use) fully informed written consent should be obtained from the parent/guardian, the facilitator and the participant (if possible). Informed consent should include detailed information regarding the many potential risks inherent in the procedure which have been discussed above. That FC is an experimental technique which may hold promise for improving the communicative ability of people with disabilities but presently lacks empirical support should be clearly stated.

Anytime unexpected literacy is detected, validation by naturalistic message passing (Moore, Donovan, & Hudson, 1993), picture naming (Wheeler, et al., 1993), or any other adequately controlled verification procedure including the simple strategy of having the facilitator look away from the keyboard (Bligh & Kupperman, 1993) is strongly recommended. Determining the true source of facilitated messages at this point is essential to protect the rights of the individual with disabilities especially with regard to self determination. In the many cases where facilitator influence will be detected this will be important feedback for the facilitator who may then either attempt to minimize influence (although this may be very difficult as facilitators are usually not aware of their influence) or decide to abandon the technique.

There should also be agreement to attempt to quickly fade physical support in order to rapidly progress to independent typing. There have been anecdotal reports of successful prompt fading which may result in independent typing yet we have not seen one published peer reviewed report of such success. In these cases, detailed information regarding previous literacy, typing, writing, communication, and intellectual skills would be essential in order to determine whether improvement, or indeed, a breakthrough in communication has truly occurred. It should be noted that while progressing from finger isolation to prompting at the wrist or to prompting at the arm or shoulder may be considered fading, it is equally possible that significant facilitator influence may occur at any of these levels. Again, the use of controlled procedures to assess the source of FC messages at any of these points would answer the question of authorship. Of course, anytime typing occurs without the touch of a facilitator, there should be no question about authorship (Jacobson & Mulick, 1992).

Additionally, while standardization of data-keeping and validation procedures would be optimal across facilitators and facilities, this is likely not a realizable goal. Professionals, however, should carefully document procedures, progress, and assessment techniques in an effort to help elucidate relevant treatment variables. More information is needed about issues including the extent and nature of necessary and sufficient facilitator training, facilitator characteristics, and participant exposure to FC. Also imperative is the delineation of subject variables that are predictive of true success with FC. This information would already be available if good research had preceded the widespread dissemination of FC. Without these data, and without fully informed consent, the continued widespread and uncensored use of FC is not justified.

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Facilitated Communication: Teaching Strategies for the Believer and the Skeptic

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One of the more exciting and promising theories recently advanced in the field of treatment of persons with autism is the concept that individuals with autism can communicate with the aid of another person and modern technology. This form of communication, known as *Facilitated Communication (FC)*, is also one of the more controversial techniques to come along in recent years.

Facilitated communication, it should be stressed, is not a cure for autism; rather, it should be thought of as an aid to communication for individuals with autism (Fischkin, 1993; Makarushka, 1991; Spake, 1992.) In FC, a *facilitator* (usually a teacher or a parent) supports the hand or arm of a person with autism, called the *facilitated speaker* or *FC speaker*, while they type out their message on a keyboard.

The controversy in facilitated communication lies in the fact that, in the early stages of facilitation (and some people never progress beyond that stage), the facilitator must support the hand of the FC speaker. This means that there is a potential for the facilitator to, consciously or unconsciously, influence the direction the FC speaker's hand takes on the keyboard (Cummings & Prior, 1992; Eberlin, McConnachie, Ibel & Volpe, 1993; Taran,1933). Some detractors of FC have suggested that many of the people who facilitate successfully are very high-functioning and therefore atypical, or that they were never autistic in the first place; they were only misdiagnosed as such (Makarushka, 1991).

The purpose of this article is not to agree with nor dispute any claims regarding FC. It may not be an effective intervention for everybody, but no assumptions should be made regarding whom facilitated communication is for. Basically, if a person has enough intelligence to make a simple yes/no decision, then facilitation can be attempted. Even if that person's responses never get beyond the yes/no stage, the fact remains that greater opportunity to make personal choices will have been achieved (Crossley, 1992a).

Communication of any kind has three basic components: the sender, the receiver, and the message itself. The sender must possess the skills necessary for sending the message. The receiver must possess a matching set of skills in order to receive the message in the format in which it was sent (Crossley, 1992). FC, when properly used, trains both the sender and the receiver in their respective roles and therefore facilitates the transmission of the message.

It is beneficial for the FC speaker to have ample opportunity to communicate, regardless of the situation, e.g., typing with the occupational therapist as well as classroom staff. A multidisciplinary approach to facilitated communication is essential if it is to be as successful as it can be. This means that everybody who comes in contact with the facilitated speaker must be trained in FC and be willing to use it. This includes the teachers and the ancillary service personnel, as well as the family members of the person involved. FC tends not to be as effective a communication mode if the facilitated speaker has only one facilitator. The sharing of materials and information is crucial; a break in this chain can lead to (but does not necessarily guarantee) failure. For instance, ongoing dialogue among professionals and family members regarding high interest areas may successfully initiate (or continue) FC. Such dialogue also answers the family's need to be involved (Powell, Hecimovic & Christensen, 1992). It is a well-established rapport that can allow facilitation to open a door of involvement which may have been previously unknown (Biklen, 1990).

There are several aspects to training the new facilitator, and all of them are important for success. It is unrealistic to believe that a person can be a successful facilitator on the strength of reading an article or seeing a video. In training a facilitator, the following guidelines can help to ensure successful communication:

1. Know the philosophy of Facilitated Communication.

When training the new facilitator, the focus should be on philosophy as well as technique. Naturally, the facilitator trainer has to model the approach and see to it that the facilitator knows what is supposed to happen. In addition to this, however, it is important for the trainer to impress upon the trainee the principles behind the technique.

Theories regarding successful facilitation involve with autism persons being affected only to the point where neural output is impaired, but cognitive functions remain basically intact. This could also explain theories regarding communicative function in echolalia (Wetherby & Prizant, 1992; Prizant & Duchan, 1981). This is not to say that this is the case for all persons with autism, since the syndrome certainly covers a wide continuum of impairments (Olley, 1992). The philosophy involved with FC, then, is that the facilitator is there to provide *support* to the facilitated speaker, so that the FC speaker may be able to focus on the message (Biklen, 1992).

2. Develop relationships.

The trainer must instruct the new facilitator in developing a working relationship between the parties involved. A measure of trust must be gained in order to succeed (Biklen, 1990). This is especially true in the case of persons with autism, many of whom are tactile-defensive (Powers, 1992). Perhaps the best way to learn this is to have the new facilitor observe the trainer in an FC session. Later on, the trainer can switch roles with the trainee: the trainer then observes

(Continued on Page 14)

the process and, later, can give feedback to the new facilitator, whether positive or corrective, and note whether the FC speaker's downward pressure appears to be strong, weak or nonexistent. Of course, follow-up meetings are important for monitoring purposes.

A key facet of establishing rapport between the facilitator and the FC speaker is the necessity of treating the facilitated speaker as a competent person. This may be a bit difficult at first, but as the relationship develops, it comes more naturally. Family members of individuals with autism have related to the authors of this article stories of how, before FC, they treated their child or sibling as little more than a piece of furiture in the room. Later, as the communicative aspect of their relationship developed, they found themselves speaking more respectfully around their handicapped family member. In addition, they made a greater effort to talk *to* that person.

Assumption of competence should also begin to affect the facilitator's attitude toward the process. If a facilitator has a negative attitude, the FC speaker will be more reluctant to facilitate with that person, and the session may be unsuccessful (Biklen, 1992; Biklen, Morton, Saha, Duncan, Hardodottir, Karna, O'Connor & Rao, 1991). The idea is to work toward a maximum communication level for the FC speaker.

Just as the educator must make an effort to gain the trust of the family through maintaining confidentiality (Powell et al, 1992), it may be necessary for the facilitator to, as the relationship develops, maintain a level of confidentiality with the FC speaker. In short, whatever can be done to establish and maintain a working association between FC speaker and facilitator, should be done.

In addition to making the FC speaker physically comfortable, the area where facilitation is likely to take place should be physically comfortable as well. The room should be generally hospitable, and there should be some positive ergonomic design to the area. The FC speaker, too, should be made as comfortable as possible in as many ways as possible. In addition to the ecology of the situation, attempts should be made to familiarize the student with the process and what it entails.

3. Assess pointing.

Equally important to the training of the new facilitator is evaluating the ability of the FC speaker to point (Crossley, 1991). If the FC speaker experiences difficulty in this area, compensatory methods should be utilized to enable the isolation of the typing finger. For instance, a rod can be used to isolate the finger, or perhaps something as simple as cutting a hole in a mitten to allow only the typing finger to protrude. With time, the use of these devices may be gradually faded so as to foster independence.

4. Select the appropriate communication device.

Successful facilitation does not necessarily depend on literacy. FC techniques can be used to help someone to select icons on a picture board, or respond to questions in binary fashion, or even select colors. If the person is literate, then facilitation can go a long way. If the person is not, literacy training can be done in an attempt to allow the FC speaker and the facilitator to communicate on a higher level. Perhaps it may even be discovered that an individual who was previously thought to be unteachable can learn – or already knows how – to read and spell. When literacy skills are gained, FC becomes part of the person's overall developmental process.

All of this is dependent on correct assessment of the individual's abilities. Assumptions should not be made regarding someone's skills based solely on the strength of standardized tests and measurements (Crossley, 1991). Such tests are not normed for persons with autism, or anyone with a developmental disability. This is not to say that the data gathered from them are useless, but care should be taken against taking the information from such tests completely at face value.

5. Be familiar with the hierarchy of communications.

There is a hierarchy to all communication, and in the case of FC the pathway is perhaps shorter, since one may not have to take into account such communication devices as body language or facial expressions. Simple facilitation begins with set-work (Biklen & Schubert, 1991). A good place to start is by asking questions whose responses are binary: yes/no answers or true/false concepts. Later, expansion is possible into multiple choice questions (Biklen, 1992; Schubert, 1992; Crossley, 1990). Even if a person never progresses beyond this stage, his world is still opened to choice.

From the simple answers, more complex exercises are needed. The purpose of these is to boost confidence levels (this is always quite important) and increase his vocabulary and spelling skills. These include word matching games, filling in missing letters of words, or even basis spelling drills. It is important not to insult the FC speaker's intelligence, but to monitor progress with this communication mode, regulate the amount of upward pressure necessary for FC, and establish the student's overall abilities.

Next, the exercises progress into questions wherein the answer is known to the FC speaker. The answers should be concrete and quickly answered. It is not necessary for the facilitator to know the answers to these questions, but the information should be easy to check. From this the sessions can turn toward close exercises (Biklen 1992, Schubert 1992).

If proficiency has been shown thus far, the FC speaker should then be asked questions whose range of answers is limited, such as asking for rhymes or performing synonym/antonym drills. Perhaps it will be possible to try divergent thinking exercises. For instance, creating stories to go with pictures, asking questions about the FC speaker's life ("What did you do this weekend?"), and encouraging the FC speaker to ask about the facilitator (Crossley, 1992; Schubert, 1992). With any luck, the facilitator and the FC speaker will reach a point where conversation can become spontaneous or even initiated by the FC speaker (Crossley, 1992). Once a teacher (or any facilitator, for that matter) discovers where an individual's interests lie, that person's education can be geared toward those interests.

6. Understand the hierarchy of support.

As skills develop and progress, the facilitator should also try to increase the FC speaker's independence in communication. This may take quite a while, although the time involved varies from person to person and total

(Continued on Page 15)

independence may not be achieved quickly. Crossley (1992) has stressed that independence is, ideally, the ultimate goal in facilitation, and that facilitators should be made aware of this. Facilitators should also be aware that a great deal of time and patience is necessary to fade support, and thereby achieve independence. In order to accomplish this, the facilitator should offer as little support as necessary to ensure success in communication. The support is faded gradually (Biklen & Schubert, 1991). Again, there is a hierarchy that can be followed here. Beginning with the facilitator's support of the hand, FC moves through the following steps (Crossley, 1991; reproduced in Schubert, 1991 and Crossley, 1992a):

1. hand support
2. rod (the facilitated speaker holds a rod while facilitated holds the other end. This is not always necessary.)
3. wrist support
4. forearm support
5. sleeve or elbow support
6. upper arm support
7. shoulder pressure
8. shoulder touch
9. physical contact with another part of the student's body
10. independent typing

The facilitator should take special care to determine exactly how much support the FC speaker needs for successful communication. Crossley makes it clear that no student should get more support than is totally necessary. This is what makes the multidisciplinary approach quite important. Communication must take place among all parties, so that a lowest common denominator approach does not take place. If it is known where a student falls on the support hierarchy, then a facilitator will not have to guess and either over- or, more commonly, under-estimate the student's level of independence.

In addition to maintaining an appropriate level of support, the *quality* of the support should be evaluated. The most common misperception regarding FC appears to be that the facilitator is holding the FC speaker's hand. This idea may come from watching television news shows which have features dealing with FC. Often, it is obvious that the person on television is literally pulling the FC speaker's hand around. These facilitators, perhaps in their excitement over the publicity that the story can bring, may be fueling the argument against FC. The facilitator's role is to *support* the hand, providing constant *upward* pressure and pulling the hand back, away from the keyboard, between selected letters.

Finally, the determination of a student's handedness is quite important. A left-handed student, for example, may have difficulty developing good hand/eye coordination if he is forced to type with his right hand.

7. Monitor attention to the keyboard.

As the FC speaker achieves greater independence, central vision becomes more important. In many cases, particularly with individuals with autism, there is a tendency not to look at the keyboard directly, or to depend upon peripheral vision. If the FC speaker is not looking at the keyboard, however, communication is slowed down and mistakes tend to occur. Therefore it is of substantial importance to monitor the FC speaker's attention to the keyboard (Biklen & Schubert, 1991).

8. Be aware of the multicultural aspect.

Multicultural concerns are important, not so much as a function of the curriculum, but rather as a function of background training for the teacher. Again, the team approach is necessary here. There have been anecdotal reports by educators on Long Island, who have reported encounters with students who, via facilitation, type words in what appeared to be gibberish, but were, in fact, later revealed to be non-English words. In the light of such a case, it seems clear that it is quite important to keep open the lines of communication between the school and the family as much as possible (Biklen & Schubert, 1991).

The ways in which education can be enhanced by FC are innumerable. It is important to note, however, that facilitated communication may not be for every student. It should be viewed as an intervention strategy that can be effective in the educational setting. If FC is effective for only a very small percentage of the people on whom the technique is attempted (Talan, 1993), that still means that there exist a great number of individuals who can benefit from it. These are the people with whom an educator should hope to connect. By demonstrating to the skeptical person that it takes patience and understanding to find those people, and to teach them that they have a means to communicate, perhaps the negative notions regarding facilitated communication's reliability can be dispelled.

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Facilitated Communication: Practice to Research

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Facilitated communication (FC) has become widely adopted as an augmentative communication strategy throughout school-age and adult developmental disabilities services in New York. Although FC has been used by some providers of services in Australia for more than ten years, its use has been promoted here only for about three years. Nonetheless, implementation of FC as a therapeutic strategy has become pandemic in this state in a remarkably short time. In this brief article I will summarize the findings from two studies of FC conducted in two adult day services settings in New York during 1992. Then I will attempt to clarify the implications of findings from these and kindred studies, in the context of mainstream psychological research. Finally, I will-offer some suggestions about why FC is so rapidly adopted in school-age and adult services for people with developmental disabilities.

Two Research Studies

The two studies of FC during 1992 are the (1) Wheeler, Jacobson, Paglieri, and Schwartz (1993) study at the Autism Program operated at the O. D. Heck Developmental Center in Schenectady, and the (2) Szempruch and Jacobson (1993) study conducted by the Rome Developmental Disabilities Services Office, in Rome, New York. The Wheeler et al. study involved 12 people with independently confirmed diagnoses of autism and severe or profound mental retardation. The Szempruch and Jacobson study involved 23 people with severe to profound mental retardation, one of whom also was diagnosed with autism. Although much of the literature on FC involves people with autism, the latter group, mostly not having autism, is more representative of the population with whom FC is now typically used.

The Wheeler et al. study was a controlled experimental design with three conditions: (1) participant, but not the facilitator, shown a picture and asked to type out a label or description with encouragement, but without FC; (2) participant, but not the facilitator, shown a picture and asked to type out a label or description with encouragement using FC; and (3) participant and facilitator each being shown a picture, and unable to see each other's picture, and sometimes (50%) shown the same picture, sometimes (50%) a different picture. In condition 3, after being shown their respective pictures, the facilitating pair then attempted to type out a description of what the participant had seen.

Detailed procedures and findings, and qualifications of findings, are presented by Wheeler et al. (1993), but to summarize broadly, no individuals validated their communications, and there was compelling evidence that facilitators controlled the content of what participants typed: participants correctly spelled out the names of items in pictures that had been seen only by the facilitators and which participants had not seen. It should be stressed that this effect did not reflect intermittent "influence" or "cuing" as it is often termed in some writings on the subject of FC; these findings indicated that typed output was being controlled by facilitators, unwittingly, in a majority of these cases. Other findings involved generation of gibberish or category labels. This was inconsistent with what these same pairs of facilitators and participants normally produced, which was dominated by correctly spelled or recognizable words and sentences, in the course of conversational use of FC on a daily basis. Such differences, because these patterns during the evaluation were associated with specific facilitators, also indicated forms of facilitator control over typed content.

The Szempruch and Jacobson (1993) study used a message-passing approach. Participants were shown a series of pictures of familiar objects (the pictures were shown one at a time, with six opportunities altogether over the course of two sessions). Participants were shown these pictures in the absence of their facilitator and, upon entry of their facilitator to the room where this was done, asked to type out a description of what they had been shown. Again, findings are detailed by Szempruch and Jacobson (1993), showing that none of the participants successfully validated the authenticity of their typed communications. Generally, the participants and facilitators produced correctly spelled single and multiple-word object labels, and, occasionally, gibberish typing. Moreover, although the specific labels were correctly spelled, they bore no discernible conceptual relationship to the pictures shown (such as typing "spoon" when shown a picture of a fork), and did not indicate the presence of "noun-finding" problems that characterize some particular types of specific speech or language impairments. This study did not employ control procedures to demonstrate facilitator control. However, logically, failure to validate communication implies that the typed content produced at other times, and inaccurate labels and descriptions produced during message-passing, unwittingly originate with the facilitators, not the participants.

Criticism of the Research

Although considerable criticism has been directed at these two studies (Biklen, 1993; Borthwick & Crossley, 1993; Crossley, 1993) in response to wide distribution of prepublication copies as technical reports, these criticisms do not fully take into account the fact that there are at least 24 other experimental and quasi-experimental studies that have resulted in similar or converging findings (Green, 1992; Thios, 1993). A substantive proportion of the criticisms that have been raised about these studies fall into a small number of categories.

First, objections are raised involving the language of people with autism or with mental retardation that are not consistent with findings from the past 45 years of research on the language function and development of these people

(Continued on Page 17)

(e.g., situationally and motivationally-specific noun-finding problems). Research has also shown that there are intimate relationships among cognitive development, language development, and the development of play (for example, the bulk of the literature based on Piaget's work) and these findings have been generalized in a large number of studies in useful ways to people with severe disabilities during childhood and adolescence. Thus, the seeming emergence of literacy in the absence well-developed problem-solving skills and complex play behavior would be truly remarkable.

Second, objections are raised that are based upon assumptions that were originally set forth as unproven hypotheses by FC proponents (Biklen, 1990, 1992), and for which there is scant or no scientific support, but which are now asserted as essentially proven (e.g., testing of communicative competence is confrontational). Third, objections are raised that are based on arbitrary suppositions or possibilities (e.g., the facilitators may not have been very well trained). Although colleagues and I expect to refute each of the criticisms that have been made thus far in an upcoming peer-reviewed publication, readers of The Forum are encouraged to review the original reports of these two studies, and judge for themselves whether they are, as suggested elsewhere, fatally flawed. I suggest to you that these studies (and numerous others now under review by journals) will show that the participants and facilitators are representative of the pairs that are now typically using FC with the resulting appearance of considerable success under most circumstances.

There are some immediate implications of these two studies that bear mention, and that are bolstered by the other 24 converging studies. It is commonly noted in descriptive analyses of FC that most participants (up to 90%) can attain conversational interaction and that there are some isolated or very intermittent circumstances in which facilitators may "cue" or "influence" some of the typed content. Our findings suggest quite a different picture. They suggest that in most instances when FC is used and a non-verbal person with a severe disability appears to be validly communicating they are in fact not validly communicating. Instead, our findings suggest that the facilitators are unwittingly, unknowingly, or unconsciously determining the content of the typing, and that facilitators are not able to accurately detect when they are controlling or influencing the typed content. By the term "unconscious," I simply mean that the facilitator is unaware. Modern cognitive and social psychology has well-documented that people have systematic and basic biases, of which there are many and they are unaware, that affect how they learn and use new information in a wide range of social contexts (Bradley, 1978; Latane, 1981; Nisbett & Borgida, 1975; Nisbett & Wilson, 1977). Social psychological research reported by Jones (1979), Monson and Snyder (1977), Petty and Cacioppo (1981), and Weiner (1993) is especially pertinent to interpretive issues involving FC. Readers should note that bias in this context refers to tendencies to draw erroneous or unjustified conclusions from incomplete information, rather than to the common, value-laden meaning of the word.

Uncritical Acceptance of FC

Should we be entirely shocked by this interpretation? Can it easily be rejected out-of-hand? Consider, if five years ago, before introduction of the FC ethos through continuing education, educators had been presented with a videotape of a non-verbal person with autism and severe mental retardation co-actively typing out words on a computer keyboard with a staff member. What would have been the most likely attribution that educators would make about who was controlling the typing? What attribution would have been most likely if they had previously been given full information about the person's developmental and educational history that was entirely consistent with the presence of lifelong severe disability? I suggest that the most common attribution would have been that the staff member was influencing the content of the typing, and that the more sophisticated the content of the typing, the more likely this attribution would be. Why, then, should it be that our bias could have shifted so dramatically in so short a time? If it is at least conceivable that FC could be much less effective than it appears to many people, how could adoption of its use have occurred so rapidly? In the remainder of this article I will offer a variety of potentially important explanations.

FC came to the United States as a conceptually integrated framework that included logical premises addressing most potential criticisms of the technique. This occurred because the development phase for the framework, however gradually, took place in Australia rather than in a locale with which most Americans are familiar. Misgivings among some professionals about the technique during this development phase were unpublicized in the U.S., and understandably so. The fact that the logical framework had already developed meant that seemingly plausible answers to questions that arose in training were already available and hence, reinforced the sensibility of the approach as a whole. When questions arose, there were immediate answers that were consistent with other assumptions.

A second factor is the widely noted concern that Western societies, including the United States, have a relatively low level of scientific literacy. Our society probably does not have the capability or resources to dramatically increase the extent of scientific literacy in the foreseeable future, and this has some immediate ramifications. The most important of these ramifications is that much of the scientific literature on topics such as autism, and the relation of language function to cognition, is fairly inaccessible to most people, including some educators and other professionals. Thus, if people are told that little is known about a given phenomenon, they often lack the knowledge or experience that would give them the basis to confidently question such a statement. For example, the relevant literature on autism and communication skills is scattered among a large number of journals, most of which will not even be physically accessible outside of major universities and medical schools. In Western society there is also a bias to consider neurological or biological explanations of human behavior to be superior or more fundamental explanations than those arising from the behavioral or social sciences. When one sets forth a biologically-based rationale for a

(Continued on Page 18)

treatment technique, such as apraxia (a neurological condition that is often suggested as a rationale for unexpected literacy), we are biased, as a society, to more readily accept the rationale as adequate.

Positive Stereotyping

Contemporary humanistic ideologies regarding social and human services may also pose vulnerabilities. Progressive ideologies about human services tend to go hand-in-hand with high levels of commitment and dedication to the well-being of people with developmental (and other) disabilities. Dedication, in turn, may predispose professionals and parents to acquiescent acceptance of apparently socially progressive techniques, especially if these techniques appear to show bright promise of aiding in the achievement of broad, and greatly valued, social goals for people with disabilities. To the naked eye, FC that is producing valid communication looks just like FC that is producing invalid communication. It is difficult to identify how, in everyday school and treatment settings, use of FC could fail to appear to show bright promise to professionals who are sincerely committed to the well-being of people with severe disabilities. Indeed, some arguments in support of qualitative assessment of FC, for example, that, through FC, people reveal their personalities, are insufficient because valid and invalid FC look the same, and cannot be separated by observation alone.

Finally, there are social considerations that surround the adoption of new techniques like FC. Peer pressure is very important, and not necessarily in a coercive manner. As FC has come to be adopted by schools and developmental services, professionals have experiences in applying FC that seem to indicate to them that there are benefits to its use. In fact, there are tremendous incentives for attributing benefits: When students begin to type much better, professionals can conclude only that either the students are doing this validly or that they are influencing the typing.

Because professionals that use FC are admonished to believe that their students have unrecognized literacy and that they will not influence the typing by providing "only" support, it is unlikely that they will consider seriously the idea that they are influencing the student. Instead, they relate these experiences to their peers, who value their professional judgement. In turn, support for FC by credible peers bolsters its perceived value and provides social incentives for personal adoption of the instructional technique.

Summary

Our research converges closely with 24 other studies of FC involving a total of 218 subjects with mental retardation or autism (Thios, 1993). In these studies, it was possible to validate the facilitated communications of only 4 people with disabilities (or less than 2% of the subjects). Although many of these studies remain under peer review, most have employed designs that involve control for facilitator knowledge of either which questions are asked or what the correct answers to the questions may be, and thus are credible evaluations of FC benefits. When appropriate controls are used, in more than 98% of cases, either facilitator influence is detected or people with disabilities are unable to produce typed content that is accurate or reflective of the skills that seem to emerge during other facilitated interactions. The findings of the Szempruch and Jacobson (1993) and Wheeler et al. (1993) studies are representative of those found elsewhere in studies where participants perform as otherwise apparently capable and effective communication pairs using FC. Specifically, the growing experimental and evaluation literature suggests that FC should not be taken at face value and that unexpected communication competency should be objectively assessed in order to assure provision of individually appropriate services and supports for people with developmental disabilities.

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This convention will address a broad range of topics associated with individuals with special needs. We are looking for presentations that address one or more of the following themes: Collaboration, Consultation, Early Intervention, Effective Teaching Strategies, Inclusion, Technology, Assessment Issues and Concerns for Culturally's Linguistically Diverse Students, Legal Issues, Futuring, & Behavior Challenges/Violence in Schools.

Selection Process

The President Elect, in conjunction with the Program Advisory Committee, is responsible for selecting all papers and programs presented. The selection criteria may include any or all of the following: relevance to convention themes; innovation, clarity, and organization; and estimated audience appeal. **Only one submission per person will be accepted.**

Proposal Format

For full consideration, all proposals should follow the prescribed format which includes:

a) A proposal information sheet (on next page)
b) 4-5 learning goals for audience members
c) 200-250 word description of the presentation
d) 35-40 word abstract of session

Send three copies of (a), (b), (c), and (d) to: Debbie Chicorelli, RD # 1, Box 534, Oneonta, NY 13820. (home: 607-432-4909: work 607-433-8262). Be sure to retain a copy of the proposal for your records, since materials submitted cannot be returned. **The deadline for proposals is February 15, 1994. You will be notified by July 1 if your proposal has been accepted.**

Information for Presenters

While audiovisual equipment will not be provided by the convention committee, information about equipment rental will be included with proposal acceptance letters. All presenters are expected to register for the convention, at a special reduced presenter rate, at least the day of the convention on which their presentation is scheduled.

Presentation Format

Presentations may be proposed in several formats. Please review the option described below, and indicate the format which would suit your presentation the best.

Regular Session: Presentation may be research, lecture, panel, demonstration, or other appropriate style. Time lengths are indicated on the proposal form, and presenters can select the most appropriate one: 45 minutes, 60 minutes, & 75 minutes.

Poster Session: One hour. Appropriate for informal report on research, demonstration of materials. Only display tables and easels will be available, set up in a room designated for poster sessions.

Topical Panels: Based upon need and interest, panels will be put together by the conference organizers. If you would be willing to be a part of a panel, if your session is not accepted, please so indicate on the proposal information sheet.

SEE OVER FOR PROPOSAL INFORMATION SHEET

New York State Federation of Chapters of the
COUNCIL FOR EXCEPTIONAL CHILDREN
invites proposals for the
1994 Convention:
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November 4 & 5, 1994
Hyatt Regency
Rochester, New York

Proposal Information Sheet

Please Print or Type

Presentation Title:_____

Presenter:_____

Title :_____

Agency/School/Organization:_____

Address:_____

City:_____ State:_____ Zip:_____

Office Phone:_____ Home Phone:_____

(list additional presenters and affiliations on additional page)

Type of presentation *Check one:*

_____ Regular Session: 45 minutes
_____ Regular Session: 60 minutes
_____ Regular Session: 75 minutes
_____ Poster Session

This convention will address a broad range of topics associated with individuals with special needs. We are looking for presentations that address one or more of the following themes: Collaboration, Consultation, Early Intervention, Effective Teaching Strategies, Inclusion, Technology, Assessment Issues and Concerns for Culturally's Linguistically Diverse Students, Legal Issues, Futuring, Behavior Challenges & Violence In Schools.

Panel option *Check One:*

_____ I am not interested in being part of a panel
_____ In the event that the enclosed proposal session is not accepted. I and my co-presenters would be on a panel with others, on the same topic.

Intended Audience *Check all that apply:*

_____ Special Educators
_____ General Educators
_____ Administrators
_____ Other Professionals
_____ Teacher Educators
_____ Family Member
_____ Students

Anticipated Level of Audience *Check One:*

❑ Beginning
❑ Intermediate
❑ Advanced

Please send three copies of this form, the 4-5 learning goals for audience members, 200-250 word description of the presentation, and a 35-40 word abstract of the session to: Debbie Chicorelli, RD #1, Box 534, Oneonta, NY 13820. **The deadline for proposals is February 15, 1994.** You will be notified by July 1 if your proposal has been accepted.

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Spotlight On Chapters

Chapter 615 will be picking up on the theme of the convention, "Working Together Productively", with our three General Meetings focusing on inclusion. The emphasis will be on programs which foster partnerships between parents, general educators, and special educators. Chapter awards will be given next June to programs in the region which encourage these partnerships in their efforts toward inclusive education.

Dowling College Student Chapter 1141 has a new executive committee lead by President, Karen Ruf. On October 13, the Chapter hosted a presentation by a panel of parents representing Partners in Policy Making. The purpose of the presentation was to give the students sensitivity towards the parent's perspective of special education. On November 10, the Chapter hosted a presentation on inclusion. The speaker for the evening was Ellen Tamayo, Co-President of Long Island SAFE (Schools are For Everyone).

Student CEC News

New York State Student CEC is undergoing some new changes this year. The new faculty advisor for state SCEC is Maureen Smith of Buffalo State College. She is in the process of organizing the new state officers and planning activities for the state convention in White Plains.

One of SCEC's 1993-1994 goals is to maintain communication among the local student chapters throughout New York State. There will be an opportunity for all CEC students to bring meeting and interacting with one another at the State convention in White Plains. The time slot for this meeting is scheduled presently for Friday, November 5th from 5:30-7:30.

Furthermore, we plan on letting everyone know SCEC future plans for the year, in the meantime, we do hope that all CEC members have a terrific and prosperous year. If you have any questions regarding Student CEC you can contact Maureen Smith at 716-878-5314.

INCLUSION TIMES

FOR CHILDREN AND YOUTH WITH DISABILITIES

This **newsletter** edited by Daniel Sage, Professor Emeritus, Syracuse University, focuses on serving children and youth with disabilities in regular education and other inclusive learning environments.

Inclusion means more than mainstreaming!

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- What Research Says
- Networking
- Resources
- Inclusion/School Restructuring
- Events/Conferences
- State & Community Initiatives

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Book Review

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Wood, M.M., & N.J. Long. (1991). **Life space intervention: Talking with Children and Youth in Crisis** (1st ed.). Austin, TX: Pro ed. $27.00

Life Space Intervention: Talking with Children and Youth in Crisis by Mary M. Wood and Nicholas J. Long is a book specifically written for teachers, child care providers, youth workers, and parents. The term "life space" refers to student's daily life experiences. According to Wood and Long, intervention emphasizes "the dynamic nature of the interactions between adult and student at a time of crisis" (p.xiv). The subject, talking with children in crisis, is examined and organized into a detailed analysis of how to teach students to solve a crisis.

Life Space Intervention was evaluated according to the following criteria: content, organization, and usefulness. The content of the material discussed, examined, analyzed, and concluded in this 342 page book was phenomenal. The structure and organization of the book was sequential in that the chapters were designed to be read in order. Each chapter was a prerequisite for the next chapter. The utilization of **Life Space Intervention** in student's classrooms, sports programs, afterschool programs, and homes is a reality when given adults interested, capable, and educated in assisting students in an appropriate, productive manner.

The content of the material was exceptional in that it provided needed background information in such areas as the conflict cycle, developmental anxieties, and the adult's role of authority, responsibility, and motivation. Without this base of knowledge, the task of implementing a processes of intervention would not result in success for all. In addition to essential information, the authors provided relevant examples of interactions with students, model situations, appropriate questions and statements for students in crisis, and a list of objectives at the end of each chapter. Throughout the text of the book, Wood and Long refered to a model situation called, "The Cap and Gown Crisis." This model situation is first introduced in chapter one in order to distinguish and define the six steps of Life Space Intervention (LSI). In chapter three, the authors refered to this crisis for the purpose of examining the decoding, the connection between what students are doing and saying to what they are feeling. "The Cap and Gown Crisis" is utilized in chapter four to clarify adult roles, type of adult influence, and student's crisis phase.

The structure and organization of the book was both rational and methodical. The first chapter of the book provided a detailed and thorough introduction to **Life Space Intervention,** which included the purpose of LSI and its short-term and long-term outcomes. In addition, essential educational material regarding self-regulation, the conflict cycle, developmental anxieties, and prerequisite skills needed by students were incorporated into the first few chapters. Two chapters explained and analyzed the anatomy of LSI. The remainder and majority of the book emphasized the application of LSI in a variety of situation such as confronting unacceptable behavior, teaching new social skills, and exposing exploitation of students. Throughout the book, the authors represented much of their information in graphic form. The flow charts and data tables clearly assist the reader by presenting the information in a highly organized manner.

The process presented for teaching students in crisis a productive method in problem solving is appropriate for almost all children who are school age. Although the book does not indicate age appropriateness for utilizing LSI, it does describe the skills needed. However, the authors provided an abbreviated LSI for young and developmentally delayed students. The modified version has extended LSI into the lower elementary and possible preschool grades. Incorporating LSI in school districts, youth programs, sports programs, and latch key programs would have phenomenal ramifications. With the utilization of LSI at every grade level students would ultimately learn to productively handle crisis situations both in and out of the classroom.

In reading, analyzing, and evaluating **Life Space Invention** for content, organization, and usefulness, I found this to be an exceptional book for all educators who are interested in positively affecting children's lives. This is ideal for teachers, child care workers, youth workers, and parents. After reading **Life Space Intervention,** I can visualize using LSI in my middle school science classroom as well as other classrooms.

****CALL FOR MANUSCRIPTS****

TOPICAL ISSUE TO BE INCLUDED IN *THE FORUM:*

SPRING 1994
"TRANSITION PROGRAMS"
DEADLINE FOR SUBMISSION:
MARCH 1, 1994

Results of the Student Membership Survey

This past June when members of NYS-CEC elected new officers, they also expressed their opinion on the definition of a student member and a proposed voucher system. A total of 121 responses were received.

The majority of respondents (67%) were in favor of changing the definition of a student member of the following: **"A student member shall be a person who is an undergraduate or full-time masters or credential student at an accredited college or university during the academic year."** This is a change from the current definition that states a student is someone who goes to school full-time but is not engaged in full-time employment.

Comments indicated members felt the proposed definition were clearer and would continue to encourage students to join CEC at a reduced rate. The proposed definition would allow full-time students who are working to pay student dues. This is not possible with the current definition.

Responses to the second question concerning the doctoral proposal was almost evenly divided. The proposal stated, **"Full-time doctoral and post-doctoral students would be allowed a "Doctoral Voucher" for regular CEC membership at 50% off the regular membership dues."** 40% of the respondents were in favor of using the voucher for doctoral students. 45% felt the voucher system should be used for masters and doctoral students, with only undergraduate students receiving the student membership rates. 15% felt neither doctoral or masters students should be eligible for a voucher.

Comments concerning the proposed voucher system were also varied ranging from "Doctoral students should pay professional dues" to "The cost of tuition is so high its important to give anyone paying it a break."

These issues will be discussed at the January Board of Governors meeting and voted on during the Delegate Assembly at the Denver Convention. If you would like to make a comment about these issues contact Debbie Chicorelli, Executive Secretary, R.D. #1, Box 534, Oneonta, NY 13820.

New York State CEC "Special Friends" Awards – 1993

This year the "Special Friend" of CEC Award will be given to three individuals who have shown outstanding commitment to students and individuals with disabilities. These individuals will be honored at the Saturday breakfast held at the annual NYS CEC Federation Convention in White Plains on November 5-6.

The **Excellence in Teaching Award** is presented to John Kish, a sixth grade teacher in the Albion Central School District. John was instrumental in implementing an inclusion program for children with handicapping conditions in his district. He has, in his twenty-five years of teaching, personified a professional for great respect and caring for all children.

The **Leadership Award** is presented to Ronald L. Sodoma, Superintendent of the Albion Central School District. Superintendent Sodoma brought the concept of Inclusion to the administrators and staff of the district and has made it work in his schools. Over fifty school districts across New York State have made visitations to the schools in Mr. Sodoma's district. Ronald Sodoma is a strong leader and advocate for students with disabilities.

The **Community Service Award** is presented to Dr. Thomas McIntyre, an Associate Professor in the Department of Special Education at Hunter College of the City University of New York. Dr. McIntyre is presented this award for his tireless effort in reactivating the New York State Chapter of the Council for Children with Behavior Disorders, of which he is currently President. Tom has influenced policy and procedure for the culturally diverse and behavior disordered student at both State and National CEC levels. He is dedicated and committed to CEC and the special education teachers and professionals in the organization.

Your Chapter may be eligible for an International CEC Award.
Contact CEC @ **800-8456-CEC** for more details.

Professional Opportunities

Upcoming Conferences

2/2. "Inclusion Conference". University of Cleveland. Contact Linda Freeman at 216/523-7107.

2/16-19. CASE Institute on School Reform. Tampa, FL. Contact Jo Thomason at 505/7633.

2/24-26. Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO. Contact Kirsten McBride at 913/492-8755.

3/10-12. Council for Learning Disabilities. Orange Beach, Ala. Contact Kirsten McBride at 913/492-8755.

3/15-16. PDK Institute on Discipline with Dignity. Bloomington, IN. Call 800/766-1156.

3/16-19. Learning Disabilities Association. Pittsburg. Call 412/341-1515.

4/6-10. CEC's Annual Convention. Denver, CO. Call 703-620-3660.

4/16. Careers in Education Exposition for Culturally Diverse and Bilingual Educators. N. Massapequa, NY. Call 516/799-2274.

4/21-23. New York Orton Society. NYC. Call 212/691-1930.

5/1-5. "Administration and Supervision of Special Education". Virginia Beach. Contact Phil Jones at 703/231-7845.

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Graduate Programs

The Department of Special Education at Hunter College has received a federal grant to train special educators of incarcerated youth (Master's level). Students will receive free tuition. Contact Tom McIntyre at 212/772-4770. A program to train bilingual special education teachers (master's level) is looking for individuals fluent in English and Spanish. Tuition free study is available. If interested, contact Marsha Lupi, Dept. Special Education, Hunter College, 695 Park Avenue, NYC 10021 (212/772-4701).

The Special Education Program of the State University of New York at New Paltz is offering a graduate training program to train teachers to work with migrant students with disabilities and their families. The program is tuition-free and students will receive a yearly stipend. Individuals interested in the program should contact:

Dr. Spencer J. Salend
Rm 112 Old Main Building
SUNY at New Paltz
New Paltz, N.Y. 12561
(914) 257-2842 or (914) 257-2836

The Department of Teacher Education at the College of Mt. St. Vincent in Riverdale, NY is now offering a Master of Science in Education program in Urban/Multicultural Education. This 30 credit program will allow participants to obtain permanent certification in their area of provisional certification. Students can apply for part-time study beginning Spring term, 1994. The program features dedicated faculty, small classes, and a safe, attractive campus. If interested, contact Vivian Rodriguez, Department of Teacher Education, College at Mt. St. Vincent, 6301 Riverdale Ave., Riverdale, NY 10471 (718-405-8209).

Employment Opportunities

The following school systems are seeking special education teachers in all areas of exceptionality: New York City (718/935-3515); Providence, RI (401-456-9223); Tucson, AR (602/577-5080); Boise, ID (1/800/247-0193); South Texas (512) 383-8039); Hawaii (808/586-3420). For more openings or opportunities for tuition-free graduate study, see "Professional Opportunities" in **Exceptional Children.**

PAN: Political Action Network Report

Congressional Action

FY 1994 Funding for Special Education Funding: Congressional Conferees Approved Appropriate $3.10 Billion for IDEA, Chapter 1 Programs — Figure Is Higher Than Expected

Late on Tuesday, October 5, House and Senate conferees agreed -- in a happy development -- to appropriate over $3 billion in federal funding for programs under the Individuals with Disabilities Education Act (IDEA) and the Chapter 1 Handicapped Program (P.L. 89-313). The conference figure, which asks for a total of $3,108.70 billion, comes closer to the amount the Senate requested for these programs (which was $3.13 billion, or $95 million above the House) than the House's request of $3.04 billion. The appropriations figures, which are included in a conference report designating funding for all Labor, Health and Human Services, and Education programs, have passed both houses and been signed by President Clinton.

Usually, when the House and Senate differ in their requests for various programs, the conference committee splits the difference between the two figures. However, due to the hard work from the special education field, and Senator Harkin's commitment to the special education community, the conferees chose to appropriate 75 percent of the Senate's request. All of those letters and phone calls to the Senate Appropriations Committee really paid off!!!

Following are the figures, in millions, for selected programs under the IDEA/Chapter I:

	FY 1993 Approp.	FY 1994 Conference Approp.
State and Local Grant Program	$2,052.73	$2,149.69
Preschool Grants	$ 325.77	339.26
Early Intervention Program	$ 213.28	253.15
Media and Captioning Services	$ 17.89	18.64
IDEA Subtotal	$2,839.22	$2,99[illegible]
Chapter 1 (P.L. 89-313)	$ 126.39	116.85

The Council for Exceptional Children (CEC) applauds Senator Harkin and the Committee's efforts. "I've been active in the CEC political arena in Iowa for many years," noted CEC President Suana Wessendorf, "and Senator Harkin has gone to the mat time and again in support of programs that involve exceptional children. It is a pleasure to see that, once again, he has heeded the call for further support of these programs."

To all those who wrote or called Senator Harkin's office, Thank you!! For those of you who haven't written, please let him know that you appreciate his efforts. You can send the letter to:

The Honorable Tom Harkin, US Senate,186 SDOB, Washington, DC 20510

Also you may want to send a letter or thanks to Nita Lowey (D-NY) and Jose Serrano (D-NY) who are members of the House Subcommittee. Send letters to: The Honorable Lowey or SErrano, US House, Washington, DC 20525

For more information, concerning the budget figures, contact:

Cindy C. Savar, Council for Exceptional Children, 1920 Association Drive, Reston, VA, 703/264-9456

Reauthorization of the Elementary and Secondary Act.

On September 13, the US Department of Education submitted its proposal for the of the Elementary and Secondary Act (ESEA). The "Improving America's Schools Act of 1993" would reauthorize virtually every regular education elementary and secondary program. ESEA is a $10 billion Act that includes Chapter 1; the Chapter 1 Handicapped Program; the Javits Gifted and Talented Students Act; the Bilingual Education Act; and other programs. The reauthorization proposal also includes amendments to IDEA.

The Administration reports it focused on five major directions in forming its reauthorization proposal: high standards for all children, a focus on teaching and learning, flexibility at the local level coupled with responsibility for student performance, links among schools, parents, and communities, and resource targeted to the greatest needs and in amounts sufficient to make a difference. Following is a brief summary of program proposals that are particularly interesting:

Chapter 1, Renamed as Title 1.

State Plan. Under the proposal, in order for a State to receive Title I funds the State will have to submit an overall plan that will contain student content and performance standards and a set of assessments the State will use to determine if Title I children are meeting the standards.

Expanding schoolwide programs. Currently, if a school has a poverty rate of 75%, the school can qualify for schoolwide Title I programs. The Administration's proposal will reduce the percentage to 65% and later to 50%. Schoolwide programs can combine their Title I funds with other federal, State, and local funds to serve all students in the school and predicts 12,000 more schools will qualify for schoolwide programs.

Expands focus on Middle and Secondary schools. The Administration's plan will require LEAs to serve all schools with at least 75% poverty before serving others. All middle and secondary schools with a 75% or above poverty rate will be served before elementary schools with

(Continued on Page 27)

(PAN Report Continued)

a poverty rate below 75% are served.

Health screening. LEAs must provide health screening to Title I eligible children.

Students with disabilities. The Administration's proposal eliminates the existing requirement that officials document that a student's lack of educational progress stems solely from educational deprivation and not from their disability of limited proficiency in English before being served under Title I. This will make it easier for these children to be served under Title I.

Chapter 1 Handicapped Program (P.L. 89-313).

Repeals P.L. 89-313. This program will be collapsed into Parts B and H of IDEA.

P.L. 89-313 funding. The Administration's proposal will amend Parts B and H of IDEA to ensure that no State will receive less funds for 1995-97 than they receive under Part H and PL 89-313 in 1994. For 1998-99, funds to states will decrease if the number of children served declines.

State operated programs. The Administration would require in 1995 and 1996 that States give State operate programs the same amount per child they received in 1994. The proposal would allow State operated programs to give these funds to LEAs for transfer students at their discretion.

Jacob K. Javits Gifted and Talented Students Education Program.

Elimination of National Research Center. Administration proposes to eliminate the center.

Drastic Restructuring of the Program. Grants would be given for the implementation of programs designed to provide challenging curricula to all students. Programs for gifted and talented are eliminated.

No Authorization Level. No authorization level, was requested just "such sums as necessary" for the grants.

State Match. States must match any project. The match could be as high as 50% after the first year.

Bilingual and Immigrant Education programs.

Condenses the Grant Programs into Three. The current six grant programs will be condensed into three.

Restructures research and evaluation provisions. THe multifunctional Resource Centers and Evaluation Assistance Centers will be eliminated and their functions incorporated into 10 new ESEA Technical Assistance Centers.

Inclusion into Systemic Reform. Grants must be consistent with the State's plan for systemic reform.

Personnel Development. Part C is restructured to provide grants to institutions of higher education to provide preservice and inservice training and national professional development institutes to prepare staff to serve LEP students.

For more information contact CEC's Department of Public Policy. Although this is the Administration's proposal for the reauthorization of ESA, the House and Senate have not yet introduced their bills on reauthorization. CEC will be following the two-year reauthorization process closely and you will be informed of updates as they are available. However, keep those cards and letters coming.

Goals 2000: The Educate America Act. Both the House and the Senate have been moving forward on the administration's Goals 2000: The Educate America Act. The House Committee on Education and Labor passed H.R. 1804 on June 23 and the Senate Committee on May 19. Both versions of the legislation codify the six national goals and the National Goals Panel, established a National Education standards and Improvement Council (NESIC) and authorize grants to State education agencies who will fund education reform efforts in neighborhood schools.

Both the Senate and the House bills have adopted language that will ensure the inclusion of children with disabilities and gifted children. H.R. 1804 and S. 1050 include a definition of "all students" that guarantees both populations will be addressed in any assessments and standards developed by Goals 2000. States and localities will also have to include all students in any education reform plan. The House bill takes the representation of children with disabilities a step further by requiring that one-third of NESIC and the State panels, who will design the education reform plans, must have expertise in the educational needs and assessment of children who are from low-income families, minority backgrounds, have limited English proficiency, or have disabilities. The Senate bill does not include this important provision.

The Senate Committee has included comprehensive language in its report on the legislation that addresses the inclusion of students with disabilities in the Act. CEC is very supportive of this separate disability section and will be working hard to ensure it is adopted in the final conference report on Goals 2000.

Reauthorization of the technology-related assistance act. On August 5, the Senate passed a bill to reauthorize the Technology Related Assistance for Individuals with Disabilities Act of 1988, S. 1285. The "Tech Act" is intended to increase the ability of individuals with disabilities to secure assistive technology devices and services. The House passed its version, H.R. 2339, on August 2. Both bills authorize grants from $500,000 to $1.5 million to States to support increased access to assistive technology. The two bills are similar but have a few differences. Following are some of the major provisions:

- **Inclusion of Teachers and Related Services Personnel.**
- **Protection and Advocacy Services.**
- **Alternative Funding Mechanisms**
- **Training Grants**

School to work transition legislation. The Administration released its legislation on school-to-work transition on August 5. The proposed bill authorizes $360 million for FY 1995, and such sums as may be necessary through FY 2002, to develop and implement statewide school-to-work programs. The School-to-Work Opportunities Act authorizes $300 million for FY 1995 for the Secretaries of Education and Labor to make development grants and implementation grants to States. States would then use at least 65 percent of their grant to make subgrants to local partnerships. The Secretaries could also make direct grants to the local partnerships. The legislation does not specify who would be included in these local partnerships and would leave it up to the individual State to set the criteria. Also authorized is $30 million for FY 1995 for grants to high poverty urban and rural areas, and $30 million for national demonstration projects.

(Continued on Page 28)

(PAN Report Continued)

The bill includes children with disabilities and academically talented children in the school-to-work program by using the same definition of "all students" as Goals 2000: the Educate America Act. States must also describe in their applications for implementation grants how they will ensure opportunities for all students to participate in any school-to-work program and how teachers will be involved in the planning and implementation of the programs.

CEC will be working on this legislation as it works its way through Congress. It is important that some safeguards are included in the bill to make sure individuals with expertise in the education of exceptional children play an integral part in shaping the State and local programs.

Reauthorization of the office for educational research and improvement. The House has passed a bill on August 2 to reauthorize the Office for Educational Research and Improvement, H.R. 856. The bill is similar to last year's bill that failed to be enacted before the adjournment. The legislation would authorize a total of $157 million for FY 1994 to reauthorize and expand OERI activities. Included in H.R. 856 is an authorization of $37 million for FY 1994 to establish five National Institutes: a National Institute for the Education of At-Risk Students, a National Institute of Innovation on Educational Governance, Finance, Policy-Making and Management, a National Institute for Early Childhood Development and Education, a National Institute for Student Achievement, and a National Institute for Postsecondary Education, Libraries, and Lifelong Education. The reauthorization bill also includes provisions authorizing $30 million for FY 1994 for a Teacher Research Dissemination Network. The Network will foster programs to teach teachers how to access information on education research findings and best practices, and will assist the involvement of teachers in the applied research and development process.

The Senate has not yet introduced a reauthorization bill.

New regulations for part H of IDEA. The Department of Education has released the new regulations for Part H of IDEA, the Early Intervention program. The revised regulations are in response to the 1991 amendments to the program (Public Law 102-119). The problems CEC and the Division for Early Childhood had with the NPRM have been favorably resolved in these final regulations.

National and Community Service Trust Act. On September 21, President Clinton signed this act into law. National service participants will earn a living allowance as well as an educational award for their work in addressing unmet educational, environmental, human, or public safety needs ($4,725 per year - full time). These awards will be used to pay for education and training at a qualified post secondary educational institution or they may be applied toward outstanding loan obligations An individual may serve up to two term. The law is "slim" on the type of service opportunities to be developed. CEC recommended to the Department of Education that the program address four major areas of currently unmet service needs

- paparprofessional assistants to special education personnel
- technology resource trainers
- early childhood education/intervention personnel
- protection and advocacy field services.

CEC also recommended that any National Service grantee program should be required to provide disability awareness training to any National Service participant who would be working with school-age populations.

For further information about any of the legislation discussed above, contact CEC's Department of Public Policy at (703) 264-9410.

National News

NEA supports Gifted Education. The following resolution was adopted by delegates to the National Education Association representative assembly on September 1993:

Resolution B-18. Gifted, Talented and Creative Students

The National Education Association believes there must be increased development of fully funded educational programs for gifted, talented, and creative students. The Association recognizes its responsibility to aid educators in selecting reliable methods of identifying and teaching these students. Such identification shall not discriminate on any basis other than the exceptionality being identified. The Association also believes that training programs in gifted and talented education must be provided for appropriate school employees.

The Association urges local and state affiliates to encourage such programs and methods to ensure that these special need areas are met. For more information, please contact:

The National Association for the Gifted, 1155 15th Street, NW, Suite 1002, Washington, DC, 20005 — (202) 785-4268.

Department of Education Takes a Stand on Inclusion Case. The Department of Education (DOE) has taken a strong position on the inclusion by filing a friend-of-the-court brief on behalf of Rachel Holland (an eleven year old girl described as "significantly" retarded with an IQ of 44). The school district believes Rachel should receive a separate special education services at least half a day, while her parents contend that Rachel should be educated in a regular classroom with appropriate services at her neighborhood school. DOE discredits the school district's arguments for separate education calling them "replete with mischaracterizations of the mainstreaming requirements of the IDEA and DOE's policy on educating children with disabilities in the least restrictive environment." The district court found that Rachel's presence with the traditional education classroom "was not a detriment to either the teacher or other pupils in the class." The cost of placing Rachel full time in a regular class, as opposed to placing her in a special class, DOE notes, is modest, if there is any additional cost at all.

DOE by filing this brief, breaks from past policies. The Bush Administration refrained from siding with parties in court cases. Decisions (and repercussions) regarding this case which is currently pending before the Ninth Circuit Court of Appeals will be announced in this report.

CEC Activity

Gifted and Talented. Oct. 7, Reston, Va. -- The head of CEC's Department of Public Policy has written a letter to Senator Claiborn Pell expressing CEC's concerns about

(Continued on Page 29)

the reauthorization of the Jacob K. Javits Gifted and Talented Students Education Act.

"As the only federal program designed to address the education of gifted and talented children, the Javits program fulfills an important role in meeting the needs of our students," wrote CEC's B. Joseph Ballard. "The program is currently designed to encourage the expansion and improvement of educational opportunities for the nation's estimated five million gifted and talented students, of which only 20 percent currently receive special services.

"The Administration proposal for the reauthorization eliminates the Javits focus on gifted and talented students," Ballard continued in his letter. "While CEC believes that much of what has been learned from the Javits demonstration projects can and should be adapted for school-wide use across the nation, we also believe that the Javits program should continue to foster exceptional programs for gifted and talented children."

Among his many recommendations, Ballard suggests the following to Pell, who is chairman of the Senate Subcommittee on Education, Arts and Humanities:

- maintain the focus on those children who are gifted and talented
- share the information on the projects funded under the Act;
- include gifted and talented programs in any comprehensive education reform plan by State or local education agencies;
- include preschool programs;
- strengthen the authority for preservice and inservice training through the creation of a setaside of no less than 15 percent of the total sum appropriated under this Act;
- reauthorize the National Center for Gifted and Talented Children; and
- increase funding for gifted and talented education from $20 million to $40 million for each FY 1994-98.

"We strongly believe that all children should be given the opportunity to fulfill their individual potential. Our schools should be equipped to provide children with the services they need to have a challenging and successful education," Ballard said. "CEC looks forward to the day when all children are given the services they need to excel and grow in our schools," Ballard concluded in his letter to Pell. "We look forward to working with you during the reauthorization of the Elementary and Secondary Education Act to ensure children receive the services they need to reach their highest potential."

Annual PAN Meeting. This June I had the opportunity to attend a three day conference for all PAN coordinators held in Washington, DC. As always this is a thought provoking meeting. The first two days are spent debriefing the PAN coordinators on recent activities that affect the field of special education. It was quite informative and various representatives from the US Department of Education, Office of Special Education Programs, Senate Budget Committee, Committee for Education Funding, CASE, NEA, AFT, NASBSE, National Cerebral Palsy Association, Coalition for Citizens with Disabilities, the House Education and Labor Committee, and the Council for Chief State School Officers gave short presentations. After two days of information, one feels that they are on information overload. However, most had an underlying, consistent message: Tell our representatives on the "Hill" that continued support is necessary for special education. Funding for special education programs has never been what it was promised by law. Unless our elected representatives hear from us, funding for special education will be ignored.

NY State Senate Bill S. 5469. This bill which would establish an Office of Special Education Services within the State Education Department to administer programs for children with disabilities continues to gather support. However it is critical that it be introduced by Democratic members of the Assembly if it is expected to pass.

Edwin L. Crawford, Executive Director of the New York State Association of Counties wrote in a letter to Assemblyman Alan Hevesi, Chair of the Task Force on the Disabled "As the Assembly is no doubt aware, New York State continues to lag miserably behind the rest of the nation in its placement of young children with disabilities in normalized environments. It is difficult to conceive how the state plans to improve this record without a bureau within its education department devoted to the concerns of this population." He continues, "While there is ostensible irony in wishing to retain a separate section of the department for the particular needs of a population we all believe should be more readily blended with typically developing peers, we fail to see how the lack of separate staff to assure attention to special needs will accomplish such ends."

Your letters are crucial at this point in time. Send a letter of support to:

Senator Nicholas Spano
Room 817, LOB
Albany, NY 12247

Assemblyman Alan Hevesi
Room 943, LOB
Albany, NY 12247

Senator Charles Cook
Rom 512, LOB
Albany, NY 12247

Assemblyman Angelo Del Toro
Room 836, LOB
Albany, NY 12248

Please note that in all cases when we ask you to write, a long letter is not always necessary. A postcard with a brief note will in many cases will hold as much weight as a long letter. So for those of you who do not have the time for a letter, drop a post card in the mail today!

For more information on the above, unless otherwise noted, contact:

Sharon Raimondi
Assistant Professor
Buffalo State College
1300 Elmwood Avenue
Buffalo, NY 14222
716-878-5311

(Eberlin Bibliography Continued)

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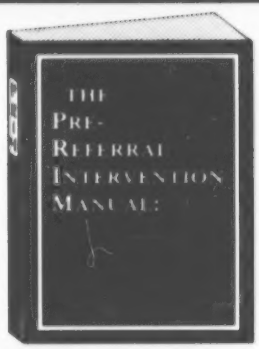

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CONFERENCE PRESENTATIONS

CALL FOR NOMINATIONS

CONTRIBUTORS **PAGE**

Sharon Cramer/President's Message 3

Crawford, J./Keynote Speech: Bilingualism and Special Education 5

Segan, F. & Lemberger, N./Collaborative Models for Staffs Working with Limited English Proficient Students in General and Special Education 7

Cavanaugh, R./How Can I Make the Shot When I Don't Get the Ball? Improving Academic Achievement by Increasing Active Student Response 9

Professional Opportunities 11

Gardner, M./Accommodating Children with HIV and AIDS in the Educational Setting 12

Call for Nominations of Officers/Representatives 14-15

New York State CEC 1994 Awards Nominations 16-18

Kennedy, P.; Schweers, C. & Walsh D./ Behavioral Intervention Strategies for Parents of Children with Autism 20

Materials Review/Gina Scala, Ed.D. 22

PAN Report 24

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President's Message

By: Sharon F. Cramer

It seems like just yesterday that our New York State Convention filled the halls of the Holiday Inn Crowne Plaza in White Plains, New York. What an enthusiastic group of students, professionals and family members gathered together this November! Although time was short, the opportunities for exchange of information and ideas were used very constructively. We managed to build a short-term "community" both in terms of our "proximity to each other", and our "shared profession."

Webster's Dictionary goes on to include a third component of the definition of community, which we would like to build on in the coming year, the aspect of community defined as "a sharing, as in a community of interest" (1992, New Webster's Dictionary and Thesaurus of the English Language. Danbury, CT: Lexicon Publications, Inc., 198). **To do this, we need your help.**

At the September Executive Board meeting, the Board voted to encourage all New York State CEC members to be on the look-out for examples of our common interests in the media – advertisements, programs, films and other media illustrations of people with disabilities incorporated into typical experiences. In this issue (see page 4) is a notice for letting the Executive Board know about local, state, and national companies which should get our attention. **At the November, 1994 NYS CEC State Convention, our program will showcase these companies, using their advertisements which will be included free of charge!**

As a "community of interest" we all pay attention to the ways in which people with disabilities are portrayed in the media. In restaurant advertisements, people who use devices to help them walk or move around are included without any fanfare or special attention. In clothing advertisements, a wide range of people of different ages, with and without disabilities, are included by some companies. What we have noticed is that some advertisers are making an effort to do some things very differently: let's show them that we are watching.

Please help us by doing any of the following:

1. Clip ads you notice which include people with disabilities, and send them to our attention, using the information included in the notice on page 4 of this issue. We will invite them to send in an advertisement for our 1994 Convention Program. We would appreciate it if you have a mailing address for the company: that will make our job a little easier.

2. Send a postcard or letter to the progressive advertiser (local or national) with your thanks for their incorporation of people with disabilities into their advertising program.

3. Send a xerox of the positive ad to one other vendor, who has not included people with disabilities in their advertising program, with a suggestion of doing so in the future.

We believe that **if we each devote one hour of time** to this effort within the next few months, we could make a difference. Our "community of interest" will be built through contributions of minutes from all across the state. There are over three thousand CEC members in New York State – imagine! Join with us in this effort, and our effect **will** be felt.

Viewpoint

This issue is devoted to highlighting the New York Federation of Chapters conference held in November in White Plains and to soliciting nominations for officers and awards. Our Federation is extremely active in all facets of CEC activities. This is evidenced in attending conferences, such as the most recent in White Plains, or sitting in on an executive board meeting. Participating members are dedicated to providing quality programs to individuals with disabilities through which CEC is an effective vehicle. Membership and active participation in CEC gives us an even stronger voice in bringing about needed change and maintaining excellence.

The articles in this issue highlight several of the presentations that were well attended at the conference. They cover important topics and issues in the field and represent just a few of the dynamic programs in existence in New York State today. We thank all of the presenters that submitted articles summarizing their presentations and encourage them to submit proposals for next year's conference in Rochester. Encourage your regular education colleagues to participate in future conferences either by attending or co-presenting with you. CEC can be a means through which we achieve effective collaboration between regular and special education.

In the "Call for Nominations of Officers/Representatives" the nominations committee is once again looking for those dedicated individuals willing to actively participate in the Federation. Consider running for one of the listed positions in an effort to become more involved in your profession. Becoming a member of the board in this organization requires an investment of time which is compensated for with the personal satisfaction of making a difference in the field and making lifelong friendships with other professionals who share that same commitment.

Finally, this issue contains a call for award nominations of those individuals who have demonstrated excellence in the areas of teaching, leadership and community service. Consider a worthy colleague for one of these awards. CEC members seem to go beyond the typical dedication and commitment and need to be recognized by our organization for the excellence they strive for in working with children and youth with disabilities.

Diane P. Cavanagh, Ed.D.
*Editor, **The Forum***

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SED Reorganization

The State Education Department wants to know what you think of the recent SED reorganization. Associate Commissioner Terry Schwartz said all school employees can help SED by providing feedback on the reorganization.

Send your written comments to:
New York Teacher
159 Wolf Hill Road, Box 15-008
Albany, New York 12212-5008

Bilingualism and Special Education

By: James Crawford

Keynote Speech to the
New York State Federation of Chapters of the
Council for Exceptional Children

White Plains, N.Y.
November 5, 1993

Research on language acquisition has advanced enormously over the past couple of decades, with major implications for schooling. Yet misconceptions about bilingualism often obstruct efforts to provide appropriate assessment and instruction for limited-English-proficient (LEP) children. In particular, two related ideologies – conceptual systems – have blocked or distorted the impact of scientific findings on educational policy:

- the deficit model of schooling, which focuses on what children lack rather than what skills, knowledge, and cultural resources they have that educators could build upon; and
- the English Only mentality, a reaction against bilingualism that grew into an organized movement during the 1980s and created a hostile political climate for services to language-minority students.

Both viewpoints reflect a fear of diversity and a desire to restrict it. According to the deficit model, children's lack of English skills is a handicap, a "language deficiency." The key policy question becomes: "How can we teach these children English as quickly as possible?" rather than "What approach will best foster long-term academic achievement?" or "How can we ensure full access to the curriculum?" In this mindset, programs for LEP students are by definition remedial, and academic expectations are automatically lowered, whether or not the native language is used for instruction.

According to the English Only mentality, bilingualism poses a threat to national unity. Hence the campaign for Official English laws and constitutional amendments (measures considered in all but two of the 50 states during the 1980s and adopted thus far by 17). The key policy question becomes: "Why spend public funds to perpetuate ethnic languages?" rather than "Why not help LEP children maintain and develop valuable native-language skills while they are learning English?" From this perspective, political symbolism overshadows all pedagogical considerations.

Both viewpoints thrive on (and support) unexamined assumptions, myths about the social and cognitive effects of bilingualism. For convenience, I'll group them in two categories, historical and pedagogical. First, the historical myths:

- that bilingualism is un-American, a departure from the melting pot tradition in which immigrants were always eager to assimilate;
- that having English as our common language has been one of the most important factors in uniting Americans as a nation; and
- that, before the 1960s, public schools would never have considered using languages other than English for instruction.

On first hearing these, the core arguments put forward by those seeking to declare English the official language of the United States, most people ask, "Isn't it already?" In fact, the idea was never even considered by Congress until 1981. "Well," many respond, "bilingualism must not have been an issue in the past." Wrong again.

We have never been a linguistically homogeneous society. In the year 1664, when the island of Manhattan was ceded by the Dutch to the English, at least 18 different European languages were already spoken there, not counting any of the 500 or so Native American languages then spoken on this continent. Throughout the colonial period, numerous European nationalities continued to arrive here, often settling in enclaves, where it was only natural to educate their children in their native languages. German schools were operating in Pennsylvania as early as 1694. Soon thereafter, Dutch and French schools were established in New York, Swedish in New Jersey and Delaware.

A century later, when the framers of the Constitution chose not to adopt any official language, German Americans made up 8.7 percent of the U.S. population, a proportion comparable to our largest linguistic minority today – Hispanic Americans – who make up 9 percent, according to the 1990 census. To the founders of this country, who consciously based American nationality on agreement with democratic principles rather than on ethnic traits like language, the idea that English was our key unifier would have seemed bizarre indeed.

As immigration increased during the 19th century, a dozen states and territories enacted laws specifically authorizing public instruction in German, French or Spanish – sometimes as a subject and sometimes as a medium of instruction. Elsewhere, without official sanction, local public schools offered bilingual instruction in languages as diverse as Danish, Polish, Czech, Norwegian, and Cherokee. By the year 1990, there were at least 600,000 children in public and parochial schools receiving part or all of their instruction in the German language – about 4 percent of the

(Continued on Page 6)

elementary school population at the time (Kloss, 1977).

What happened to all this instruction in other languages? It had certainly passed from the scene by 1968, when the Bilingual Education Act became law. Why did this happen? First, there was a major backlash against immigration around the turn of this century in reaction to the alarming cultural diversity of those arriving from Eastern and Southern Europe. These so-called "new" immigrants (Jews, Italians, Greeks, and Slavs) were accused of failing to learn English as fast the good "old" immigrants (Northern Europeans), who had come a couple of generations earlier. Reacting to such fears, a campaign known as Americanization was launched to pressure immigrants to assimilate, and a majority of states adopted laws mandating English as the sole language of instruction.

Second, the Anglo-paranoia was reinforced by internal security fears about German Americans during World War I. Unprecedented restrictions were imposed on public use of the German language; its study was banned by virtually every school system in the United States for several years.

A final factor was that, in the 1920s, Congress passed the most restrictive immigration laws in our history, a national-origins quota system that discriminated against Eastern and Southern Europeans and totally excluded Asians. So the number of non-English-speaking immigrants dwindled and their offspring gradually stopped using the ancestral language. Bilingual instruction continued in a handful of parochial schools, but it disappeared from public schools for nearly half a century. In 1965, these racially and ethnically based quotas were repealed. That, more than anything else, accounts for the surge in non-English-speaking children arriving in our schools and the diversity of languages spoken today. (For a detailed discussion of language diversity in U.S. history, see Crawford, 1992.)

So, for better or worse, bilingualism has always been with us. How does it affect learning? Let's turn to the pedagogical myths:

- that bilingualism is a cognitive disability, which confuses the mind and holds children back in school;
- that languages are best learned at a young age and thus LEP students should be quickly weaned off their native language and mainstreamed into English-language classrooms; and
- that native-language interferes with English acquisition because children learn a second language by being immersed in it as much as possible.

These ideas are all examples of deficit thinking. Explicitly or implicitly, they have fostered the remedial, *transitional* emphasis in the vast majority of bilingual programs, promoted English Only approaches seeking an even faster route to the mainstream, and discouraged *developmental* approaches that seek to cultivate children's native language skills after they learn English. Yet none of these assumptions is supported by psycholinguistic research. Quite the contrary.

The view that bilingualism is a cognitive disability dates from the Americanization era, which was not only a period of extreme xenophobia, but one in which IQ testing got its start. These three events were not unrelated. H.H. Goddard, who brought the Binet scale to this country, applied it to immigrants at Ellis Island in 1913 and concluded that 83 percent of Jews, 80 percent of Hungarians, and 79 percent of Italians were "feeble-minded" (Gould, 1981). Such revelations set off a fierce debate about whether hereditary or environmental factors were to blame; one group of scientists argued that the new immigrants were genetically inferior, the other that they were handicapped by their bilingualism. Congress accepted the hereditary explanation when it voted to impose tight immigration quotas, but gradually the environmental view prevailed. Well into the 1950s, psychology textbooks were still describing bilingualism as a cause of mental retardation, based on crude studies of immigrant students that failed to control for socioeconomic status, parents' level of education, and a whole host of other relevant factors.

Such research has not only been discredited, but a growing body of evidence suggests that bilingualism may be a cognitive asset – at least when a child achieves balanced proficiency in the two languages (Hakuta, 1986). Yet the latest scientific evidence on this point has not dislodged the social prejudices about bilingualism. Even today, LEP children are often regarded as handicapped, especially if they don't learn English right away, or if they are mainstreamed prematurely and then fall behind.

Contrary to widespread opinion, young children do not pick up languages overnight. In fact, research has shown that adolescents and adults are much more efficient second language learners. In one Canadian study, for example, English-speaking 7th graders made three times as rapid progress in learning French as 1st graders (Genesee, 1983). But young children do tend to have one advantage–a lack of self-consciousness and fear of failure–which allows them to interact easily with playmates who speak another language. Hence their relative ease in acquiring basic interpersonal communication skills (also known as "playground English"), which are high in context and low in cognitive demands. But to make it in school, children need what Cummins (1981) calls "cognitive-academic language proficiency," the kind of demanding, decontextualized English used in mainstream classrooms. Such skills take much longer to acquire, at least five to seven years, according to several studies.

Too few educators understand this. Most transitional bilingual programs try to mainstream children in two or three years because a quick exit is seen as a measure of their success. In fact, it's often a recipe for failure, because students who make the transition without academic English proficiency, typically in the 3rd or 4th grade, start to fall behind just as school becomes more intellectually demanding. This is the time when many LEP children are referred for evaluation and end up assessed as learning disabled.

The reality is that there is no shortcut to English, despite what many people would like to believe. Fairfax County, Virginia, a large suburban district outside Washington, D.C., made a decision in the late 1970s to rely entirely on English-as-a-second-language (ESL) instruction to teach its diverse population of LEP students, hoping to speed their transition to the mainstream. But a recent study found that it took, on average, from four to nine years for these students to develop academic proficiency in English. Another pattern was even more intriguing. Immigrant

(Continued on Page 21)

Collaborative Models for Staffs Working with Limited English Proficient Students in General and Special Education

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Introduction

Traditionally, educators in Special Education and Bilingual Education have looked to mainstream educators to learn the knowledge, processes and skills for their students. The student's educational path is assumed to be a linear continuum where s/he receives educational services in the Special Education or Bilingual Education class with the goal of being exited to the English dominant general education program. The receiving mainstream teacher often has little knowledge or training about the student's educational experiences or linguistic needs. More interaction is needed for all staff members (teachers and administrators) to share their expertise, linguistic knowledge, and teaching strategies. This interaction & sharing will benefit the educational experiences of Limited English Proficient (LEP) and former LEP students.

Researchers in the field of bilingual special education have indicated the need for collaboration among all staff members who work with LEP youngsters. Baca and Cervantes' (1989) classic book advocated for joint preparation of bilingual and special education preservice and inservice teachers. They were the first to address the isolation of both bilingual and special education teachers. Hudson (1989) proposed strategies that lead to analysis of the levels of collaboration among bilingual, monolingual and special education teachers to meet the needs of LEP students. Fradd (1993) addressed the organizational structure in the school setting to foster collaboration among staff members through interaction and communication.

The search for innovative approaches for staff collaboration identified in current research and from observation of school-based interaction, led to the design of Project Unity – a Title VII Short Term Training Project of the Division of Bilingual Education, Board of Education of the City of New York. The New York Multifunctional Resource Center, based at Hunter College, provided considerable technical assistance in designing training activities and support for the Project.

Description of Project Unity

Project Unity, in its third year, is a Title VII Short Term Training Grant funded by the U.S. Department of Education. The vision of Project Unity is to bring bilingual, monolingual, general and special education staff members together.

In most traditional programs, staffs receive separate professional development. For example, monolingual teachers may receive science or math training, while the bilingual or special education teachers may not be included. In order to have curriculum alignment and to ensure that all students (monolingual, bilingual or special education) receive the same content and quality of instruction, all staff members need to receive the same training, with the appropriate language and instructional adaptations incorporated into it. The ultimate goal is to have staffs understand that needs of all students and their distinct instructional settings. Project Unity fosters communication and collaboration among mainstream, bilingual and special education staffs. It encourages awareness of the needs and instructional experiences that their students have had or will need to have.

Each year Project Unity invites new districts and schools to participate. An initial meeting is made with the Superintendent, Deputy Superintendent, District Administrator for Special Education, District Bilingual Director, the Director of Funding, and the District Director for Instructional and Professional Development to establish a common understanding of the Project and to gain their support. Then interested school teams of bilingual, monolingual, and special education staffs meet for orientation. The teams are exposed to how Project Unity can interface with other existing initiatives such as School-Based Management, Mainstreaming, Bilingual/ESL Mandates, Multicultural Education, and the New York State Department of Education's New Compact for Learning. Principals and teachers sign contracts in which they agree to participate in professional development seminars, develop their collaborative model action plans, and implement their plans. Teams select from one of the following three model outlines: Professional Development, Curricular, or Instructional. Implementation of the action plan takes place at the school level. Principals are asked to support their Project Unity Team by providing opportunities for intervisitations, common meeting times, and/or faculty conference time. A Project Unity long range goal is to develop school teams expertise so they become resources to other staff members in their school or district.

The design for the Short Term Training consists of an all-

(Continued on Page 8)

day professional development seminar, two after-school trainings, a midyear progress session, and a final "Sharing Institute." All sessions feature both a professional development presentation and time for the teams to interact and prepare their collaborative model action plans. Professional development topics include collaboration, language proficiency and diversity, multicultural curriculum, bilingual and ESL instructional strategies, mainstreaming, and curricular and instructional adaptations for the culturally and linguistically diverse in both general and special education. Teams are also provided with bilingual, multcultural and special education resource texts for reference. A special support feature is the "Teacher as Researcher Support Group" sessions for Unity Teams offered by the New York Multifunctional Resource Center at Hunter College. The "Sharing Institute" is a full day conference where teams present their implementation processes and achievements to other teams.

Over the three years, team members have come from four New York City boroughs and work with Latino, Haitian, Asian, English-speaking Caribbean and Russian-speaking students as well as monolingual English-speaking students from diverse backgrounds. Most of the participants are monolingual teachers, the next largest group is the bilingual teachers, and the smallest group is the special educators (bilingual or monolingual English). This breakdown mirrors the staff and student populations in New York City's Public Schools.

A Collaborative Model Example

Most teams chose the Professional Development Model where they designed and conducted professional development workshops for their staffs. One representative school's model is discussed. This school, located in Brooklyn, serves a primarily Hispanic and African-American population. The Unity Team consisted of four members: an assistant principal, a special education crisis intervention teacher, the bilingual coordinator and a monolingual English-speaking teacher. The Team coordinated their Unity plan with the School-Based Management (SBM) goals. Integrating these initiatives avoids adding extra demands on their already overburdened staff. Another focus area for the Unity team was training for new teachers, since many of their teachers had less than five years teaching experience.

From the school needs and existing programs, the Unity Team's professional development goals included staff training in: ESL techniques; special education techniques and mainstreaming; strategies for time management, lesson delivery and behavior management; resources and materials; and dual language methodolgy and cooperative teaching planning. To implement these goals, the team paired teachers from bilingual, special and general education departments to work as buddies to share materials, expertise, methodology and planning activities. The team also conducted workshops and developed a cultural resource file to diversify and enrich classroom lessons. For their culminating activity, the team organized the "World Unity Day" for all students and staff. The most positive aspect of this team's collaborative process was the opportunity to share across departments.

Benefits, Challenges and Implications

Participation in Project Unity has been a very positive experience for most school teams. In its third year, it has served 25 schools from 9 community school districts across New York City. The most important contribution of Project Unity has been to bring teachers and supervisors from bilingual, special education, and monolingual English settings to communicate with each other. Professional talk with each other and share ideas, strategies and materials. There is a new valuing and respect for each professional in the team. The Action Plan and the implementation activities lead to cohesion and pride. The "Sharing Institute" enables each team to present its model and then attend workshops offered by other teams. What the participants enjoy most is that Project Unity is staff-initiated, rather than imposed from the outside. There is tremendous ownership and empowerment from their joint efforts. Many of the teams have been so pleased with the results of their Unity efforts that they have volunteered to participate for all three years.

The challenges for Project Unity are unique to each school. Project Unity cannot remedy existing problems, but it can work to enhance staff and student relations. Administrative support is essential. Team members need a deep sense of commitment, and all must contribute their share of expertise, time and talent. The Unity team needs to show that it is not a separate effort for bilingual or special education staffs alone. Unity must enrich existing School-Based Management, mainstreaming, multicultural or other school or district initiatives.

School districts and individual schools can utilize the Unity Model Outlines to incorporate their own initiatives. The models provide a framework to build upon. Whether a school or district is interested in A New Compact for Learning, Mainstreaming or Bilingual/Multicultural initiatives, Title VII Project Unity's Collaborative Models provide a focus and present an open door to greater understanding among professionals. In turn, with more effective staff, LEP and former LEP students in general and special education classes are more likely to succeed.

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How Can I Make the Shot When I Don't Get the Ball? Improving Academic Achievement by Increasing Active Student Response

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Including children with disabilities with their typical peers in general education classrooms promises academic and social benefits for all learners. In order for this promise to be realized, however, traditional explanations of the labels such as failure of learners with special needs with characteristic learning disabled, mentally retarded, or behaviorally disordered must be replaced with explanations that focus on the quality of the learning opportunities children receive (Greenwood, Delquadri, & Hall, 1984).

A discussion on a recent National Public Radio broadcast proposed an analogy between an athlete learning a skill in the gym and a child learning a skill in the classroom. In order to compete successfully, a coach will arrange conditions so that athlete can repeatedly and frequently practice the skill she is learning. The coach will continue to arrange practice and feedback opportunities until the athletic task is performed precisely and fluently.

Too often, educators expected students to make the shot when they have rarely handled the ball. Should teachers arrange learning opportunities for their students as coaches do for their athletes? If learning to read, to spell, to solve problems, to compose essays, to make choices, and to learn countless other social and academic skills are important educational outcomes, the answer is yes.

Increasing Active Student Response During Group Instruction

Group instructional arrangements are characteristic of most teaching settings and permit efficient use of teacher time and cooperative and observational learning opportunities for students (Wolery, Ault, Doyle, Gast & Griffen, 1992). Arranging beneficial inclusive options for students with diverse skill levels will necessitate qualitative changes in the types of learning opportunities they receive in both special and general education classrooms. Successfully teaching all students the skills they will need to be productive, independent individuals will depend in large part on the quality of the student-teacher interactions that occur during instruction (Kauffman, 1993).

Educational researchers and practitioners have repeatedly demonstrated that achievement is improved when students make many active responses during instruction and receive frequent and precise feedback about their performance (Berliner, 1984; Brophy, 1986; Christenson, Ysseldyke, & Thurlow, 1989; Rosenshine, 1980; Walberg, 1988). In spite of this consistent finding, the amount of time that students **actively** respond to the curriculum accounts for the smallest portion of the total time allocated for instruction during a typical school day (Berliner, 1984; Greenwood, Delquadri, & Hall, 1984; Walberg, 1988).

Guided notes, choral responding, and response cards are three instructional strategies that can improve the quality of the learning opportunities students receive by increasing the degree to which they actively interact with curriculum. These techniques provide individual students with many opportunities to respond and receive feedback during group instruction and provide the teacher with moment-by-moment assessments of student learning and instructional effectiveness.

Guided Notes

Guided notes are structured handouts containing preprinted portions of a presentation's content and cues that indicate where key facts, concepts, or relationships should be written during a lecture or demonstration (Lazarus, 1991). For example, the content of a paragraph of this article might be formatted into a guided-notes arrangement in the following way:

I. Improving Students' Opportunities to Learn
   A. Students spend the smallest portion of their school day making active responses to the curriculum
   B. Two important features of effective instruction.
      1. •
      2. •

Using an overhead projector and transparencies of the notes, the teacher progressively discloses the notes using bullets (•) or other prompts to cue the students to fill in missing information (1.• Active student response; 2.• Frequent feedback about performance) during the lecture. Guided notes provide a structure which encourages students to complete their notes, highlights key points, and provides all learners with a standard set of information for study (Courson, 1988).

The effects of guided notes have been studied during lecture presentations across a variety of content areas, ages, and skill levels. Notetaking accuracy, same-day and next-day quiz scores, active responding, and student approval of the guided notes format have generally been higher than when students took their own notes (Courson, 1989; Kline, 1986; Lazarus, 1991; Pados, 1988; Yang, 1988). There is also some evidence that the use of guided notes may promote improvements in students' unguided notetaking skills (White, 1991).

While the initial preparation of guided notes is labor intensive, their use has several benefits for the teacher (Courson, 1988). When prepared with a word-processing program, guided notes can be individualized for diverse

(Continued on Page 10)

skill levels and can be easily updated and revised. The effort required to prepare guided notes necessitates thorough planning and familiarity with the lesson's content and helps keep the lesson focused, efficiently delivered, and facilitates teacher monitoring, elaboration, and questioning during the presentation.

Group responding

Checking for understanding during a lesson by posing questions and calling on individual students to answer is a common practice in most classrooms. In such an arrangement, the ratio of the number of teacher questions to number of students who respond is 1:1. Choral response and response cards are two ways teachers can actively involve **all** students with every question posed, effectively changing the question-to-response ratio from 1:1 to 1:10, 15, 20, or more. Both strategies are adaptable to a wide range of skills and content areas as long as the type of response is short, concise and can be easily discriminated by the teacher as correct or incorrect.

Choral response and response cards provide the teacher with frequent, specific, and immediate feedback about student learning and instructional effectiveness (Heward, Courson, Narayan, 1989; Narayan, Heward, Gardner, Courson, & Omnes, 1990). Response cards generally provide the teacher with more concise information about student performance because the responses of each individual are more readily discriminated. The opportunities students have to respond and receive feedback during group instruction are important benefits of these strategies, but the teacher also benefits from their use through repeated informal assessment of student achievement and instructional effectiveness throughout the lesson.

Teaching response routines. Effective and efficient use of choral response or response cards will be determined by several factors. Like any other skill, students must be taught the response routines. This can best be accomplished by modeling their use and providing students with several practice opportunities prior to incorporating them into an instructional activity (Heward, Courson, Narayan, 1989).

Heward, Courson, and Narayan (1989) recommend that the length of the thinking pause between the presentation of the question or problem and the signal to respond should be determined by the skill level of the students and the complexity of the material being taught. When lengthy thinking pauses are required, the teacher should provide a statement such as "Ready" prior to cueing students to respond. While different content will determine the rate at which students respond, the teacher should strive to maintain a lively pace during group-response activities.

A clear signal to respond must be presented so that all students respond simultaneously. This helps establish a response routine, promotes an efficient pace, and assists the teacher's evaluation of response accuracy and fluency.

Providing feedback. Feedback should be provided to the majority response during group-response activities (Heward, Courson, Narayan 1989). In general, when all students respond correctly, the teacher should state/show the correct response, give a praise statement, and proceed immediately with the next response opportunity. If a few students respond incorrectly, the teacher should state and/or show specific corrective feedback, (i.e., "Rock that is formed by heat and pressure is metamorphic rock, not igneous rock.") and repeat the item before concluding the activity. If several students respond incorrectly, the teacher should provide specific corrective feedback, immediately give students another opportunity to respond to the item, then return to the item once more before concluding the activity.

Choral response. Choral response provides an opportunity for all students to verbally respond in unison to teacher-posed questions (Heward, et. al. 1989; Sainato, Strain, and Lyon, 1987; Sindelar, Bursuck, and Halle, 1986). The teacher poses a question to the group, provides a thinking pause, then signals the group to respond together.

Each choral response trial provides the teacher with feedback on student performance, but the size of the group and the uniformity of student responses will determine the extent to which the teacher can accurately assess learning from the group's responses. Occasionally calling on individual students during the choral response activity is important for monitoring individual performance during this group-response technique (Heward, et. al., 1989).

Response cards. Response cards are cards, signs, or other conveyances that students hold up in response to teacher-presented antecedents as a means of actively demonstrating the performance of a particular skill (Canan, 1991; Cavanaugh, 1992; Gardner, Heward, & Grossi, in press; Narayan, Heward, Gardner, Courson, & Omnes, 1990). As with choral response, all students have an equal opportunity to respond to every teacher-posed question/problem.

Many different skill levels and types of lesson content can be accommodated with the two basic types of response cards – pre-printed and write-on (Cavanaugh, 1992; Gardner, Heward, & Grossi, in press; Narayan, et.al., 1990). Pre-printed cards require the student to select a response from one or more choices. Pre-printed response cards are designed for content which contains a limited number of response options. Recognizing statements as true or false, labeling examples of figurative language in literature as a simile or metaphor, recognizing basic colors or shapes, labeling words in context as verbs or nouns, identifying the appropriate operation from a word problem in mathematics or moving the hands on a clock face to a specified time are examples of class activities where pre-printed response cards are appropriate. Constructing pre-printed response cards that are easy for students to manipulate and for the teacher to see is accomplished through the size of the cards and the number, type, and size of symbols or words represented.

Write-on response cards require students to write their own responses for each response opportunity (Canan, 1991; Cavanaugh, 1992). Write-on cards can be purchased commercially or teacher made. White showerboard (available at most lumber yards in 4 x 8 foot sheets) cut into 8 x 12 inch pieces is an inexpensive and nearly indestructible write-on medium ideally suited for water-soluble or dry-erase markers.

Sufficient opportunity to write a response must be allowed between the time that the teacher poses a question and the signal for students to hold up their cards. As a result, rates of active student responding are generally lower than

(Continued on Page 11)

Cavanaugh Article Continued

with pre-printed cards. While recalling and writing the anwer on the card can be time consuming, teachers can maintain a lively pace with the write-on cards by avoiding excessive wait time and by establishing rules and routines that promote an efficient pace for the response card activity.

Pre-printed response cards generally promote higher rates of active student responding and lower errors than do write-on response cards. When carefully constructed, pre-printed cards are usually easier for the teacher to see even in relatively large groups.

Write-on response cards tend to permit a great deal more flexibility than do pre-printed cards and, as a result, may be more easily adaptable to a wider range of skills and subject matter. Write-on response cards require students to recall information rather than recognize a correct response. While this may be an important measure of the degree to which students are acquiring new skills, write-on response cards may result in undesirable error rates if students have not acquired sufficient skill with the task being taught.

All educators face the challenge of arranging instructional activities that will meet the needs of the individual learners in their classrooms. Arranging for students to spend most of their instructional time actively responding to the curriculum and receiving feedback about their performance is one way to effectively meet this challenge.

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Professional Opportunities

Graduate Programs

The Department of Special Education at Hunter College has received a federal grant to train special educators of incarcerated youth (Master's level). Students will receive free tuition. Contact Tom McIntyre at 212/772-4770. A program to train bilingual special education teachers (master's level) is looking for individuals fluent in English and Spanish. Tuition free study is available. If interested, contact Marsha Lupi, Dept. Special Education, Hunter College, 695 Park Avenue, NYC 10021 (212/772-4701).

The Special Education Program of the State University of New York at New Paltz is offering a graduate training program to train teachers to work with migrant students with disabilities and their families. The program is tuition-free and students will receive a yearly stipend. Individuals interested in the program should contact:

Dr. Spencer J. Salend
Rm 112 Old Main Building
SUNY at New Paltz
New Paltz, N.Y. 12561
(914) 257-2842 or (914) 257-2836

Accommodating Children with HIV and AIDS in the Educational Setting

Literature Review and Report:

Presenter:
Melanie Gardner, *Special Educator*
Hyde Park School District
Hyde Park, New York

Introduction

The human immunodeficiency virus (HIV) is now in its second decade of prevalence in the United States. The acquire immunodeficiency syndrome (AIDS) is the most severe manifestation of HIV, and the number of infected children is escalating. As of July 1993, there were 1,273 children under the age of 13 known to have AIDS in New York state alone (Centers for Disease Control [CDC], 1993). HIV remains a lethal virus, and the immediate outlook for the development of a vaccine is dim (Baum, 1993; Cohen, 1993; "Polio Pioneer," 1992). At the same time, increased availability of improved chemotherapy is beginning to extend the lives of children with HIV, where once they would not have lived to attend school (Byers, 1989). For every child with AIDS, there are several times as many children infected with HIV who will eventually need various levels of special services (Crocker, 1989): HIV is now the greatest infectious cause of pediatric mental retardation in the country (Diamond, 1989).

Combined, these factors hold direct implications for educators. In regards to HIV and AIDS, education professionals have so far concentrated the bulk of their attention to matters of awareness, prevention, and confidentiality, and specific guidelines for serving the growing population of infected children are needed (Byers, 1989; Coose, 1988; Diamond, 1989; Seidel, 1992).

Research on how to best accommodate HIV and AIDS infected children on a wide scale within educational settings is a relatively new phenomenon, and limited in amount. However, enough data have been accumulated to provide a valuable base of information for educational and developmental service providers.

Pathology

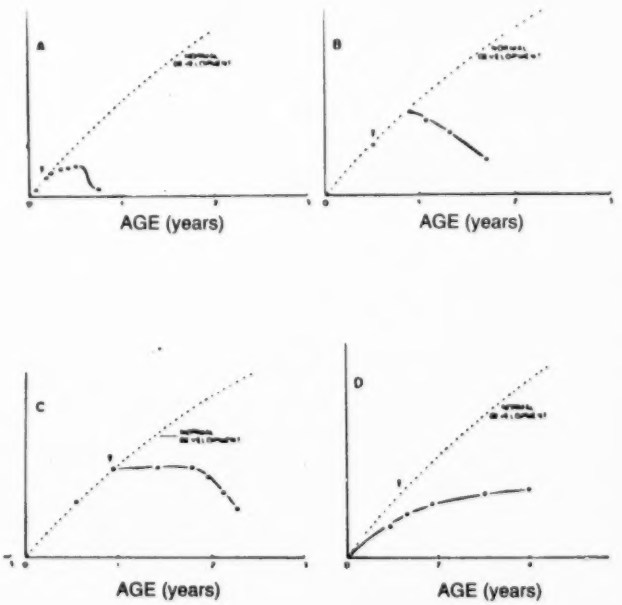
Perinatal transmission of HIV occurs in 13 to 30 percent of children born to HIV positive women (CDC, 1992). This route of infection is currently responsible for nearly all transmission among children in the United States (Simonds and Rogers, 1992). Onset of symptoms from time of transmission can vary considerably, from a few months to several years, depending upon individual neurological courses of the virus (Belman, A.L., Diamond, Dickson, Horoupian, Llena, Lantos, & Rubinstein, 1988; Diamond, 1989).

HIV suppresses the immune system, leaving children open to a variety of infections, bacterial infections in particular. Pneumonia is one of the two most common causes of death in pediatric AIDS. The other is from neurological damage (Byers, 1989). Vision and hearing can be impaired, and 13 percent of infected children experience a wasting syndrome due to metabolic abnormalities (Simonds & Rogers, 1992).

Because the brain is the primary site of the HIV virus in infants and children, progressive encephalitis seems inevitable. In a study by Belman et al. (1988), neurologic dysfunction was reported in up to 90 percent of children with advanced HIV infection. Often the brain atrophies and becomes calcified. Tremors may be manifested, and motor milestones are lost (Belman et al.; Byers, 1989; Diamond, 1989; Seidel, 1992). Cognitive abnormalities can include a decline in I.Q. scores, specific learning disabilities, and decreased alertness, comprehension and articulation of language (Seidel, 1992). Belman (1986) documented stark examples of this type of mental deterioration in her patients:

> . . .one child could stand with assistance when she was a year old. By 16 months she had a kind of lung infection that frequently accompanies AIDS, and for the next 8 months did not acquire any additional language or cognitive skills. At 2 years of age she got another infection. . .but then regressed to the developmental level of a 7 or 8 month old infant. . .
>
> Another AIDS patient, a 10 year old boy with hemophelia, was an intellectually gifted student. Four months after he began showing brain abnormalities, he was only able to follow one-step verbal commands (p. 1196)

As the central nervous system deteriorates, developmental courses fluctuate unpredictably. Patterns of neurologic decline observed in a longitudinal study by Belman, et al. (1988) can be seen in Figure 1. The more common patterns observed include: rapidly progressive, subacute/steadily progressive, and plateau/static.



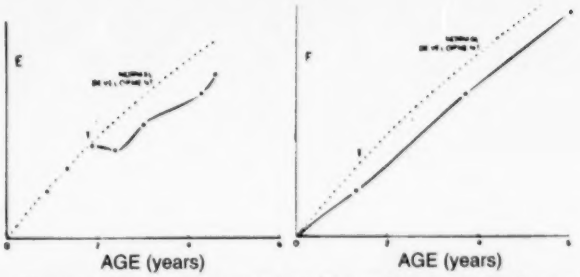


Figure 1. Graphic representation of the various neurodevelopmental courses found in children with HIV encepholopathy. From "Developmental Problems in Children with HIV Infection" by G.W. Diamond, 1989, **Mental Retardation,** 27(4), P. 214. Copyright 1989 by **Mental Retardation.** Reprinted by permission.

AIDS in the Regular Classroom Setting

It is mandated by Public Law 94-142 that a student with AIDS remain in the regular classroom unless the student's condition adversely affects his or her educational performance. Walker and Hulecki (1989) concur: ". . .children with AIDS (should) remain in the regular education classes until they develop neurological deficits or excretory problems" (p. 343), and according to the Centers for Disease Control (1985)," . . .for most infected school-aged children, the benefits of an unrestricted setting would outweigh the risks of their acquiring potentially harmful infections in the setting, and the apparent non-existent risk of transmission" (p. 519). Universal precautions (e.g. the use of latex gloves when coming into contact with bodily fluids) are now standard in many classrooms (NYSED, 1992), and no cases of HIV are known to have been transmitted from one child to another or to an adult in the school setting (CDC, 1993).

Confidentiality

Unless a parent or guardian chooses to reveal their child's HIV status, a teacher may be totally unaware a student is seropositive (Bradford, 1988). The debate over whether an infected child's status should be disclosed, and to whom, is ongoing. Due to the confidentiality issue, an individual suspected of having HIV may simply be labeled "high risk". New York is one of 26 states that do not legally require the reporting of a minor's HIV status to anyone (CDC, 1992), including to teachers and school superintendents (NYSED, 1992).

Henggeler, Melton, & Rodrigue (1992) are among those who have argued that an educator's knowledge of a child's HIV status is unwarranted: "Although some have contended that knowledge about a child's serostatus is educationally useful, there is no obvious reason why such knowledge should affect an individual educational plan. The only education benefit might be greater empathy be teachers" (p. 112). Seidel (1992) has stated that knowledge of status should be situation specific: "While a child is asymptomatic and mainstreamed, essentially no personnel have a 'need to know.' As a child's symptoms increase, so does the number of school personnel who can better serve the child if they 'know'" (p. 56).

Meanwhile, the aversion felt by some teachers toward students who are known to be HIV positive appears to have declined. In a sample survey of 91 third grade teachers in Indiana, HIV/AIDS was not found to be a biasing factor in attitudes regarding special education placement, expectations regarding academic performance, and peer relationship (Walker & Hulecki, 1989). "The emphasis should be on realizing that a child who is infected with HIV is, first and foremost, a child" (Crocker, 1989).

Referral and Assessment

There are warning signs peculiar to HIV/AIDS that should alert the teacher to the need for referral of a student, regardless of whether the child's HIV status is known. Among the warning signs; hearing and/or visual deficits when otherwise unexplained gaps in development are observed, occasional seizures (Crocker, 1989), or an episode of particularly compromised health, which often warns of a change in a child's developmental status. The appearance of developmental delays may be the first sign of neurological abnormalities in a child with HIV infection (Seidel, 1992).

Crocker (1989) and Scott (1986) suggested the ideal comprehensive assessment team be composed of a pediatrician, neurologist, psychologist, occupational therapist, nurse, nutritionist, social worker, and appropriate school personnel. The goal of assessment should be to obtain a complete picture of the child's functioning in areas relating to cognitive development, social-communication and language development, and, if needed, vision and hearing (Crocker, 1989; Seidel, 1992).

Due to the fluctuating course of the disease, the child will require frequent reassessment of developmental and neurological status - staff must not assume that items passed in an earlier assessment remain in the child's repertoire (Crocker, 1989). Furthermore, the particular patterns of deficits must be considered along with the child's strengths when planning programs (Diamond, 1989). It has been suggested that diagnostic re-evaluations take place every six months (Seidel, 1992), or as shifts in mental and physical status require (Crocker, 1989). Reassessment is particularly important in the area of early intervention services for HIV-infected infants, toddlers, and preschoolers who experience or are at risk of experiencing development delay - here, a schedule of every three to six months is recommended (Byers, 1989).

HIV/AIDS in the Special Education Program

According to Seidel (1992), an HIV-infected child who has been declared eligible to receive special education programming can be provided with services throughout the traditional special education program. Exactly when an infected student should be removed to the special education setting is generally decided on a case by case basis (Walker & Hulecki, 1989).

Within the special education classroom, it may be necessary to modify space and routines in order to accommodate a child with complex medical needs (Bartel & Thurman, 1992). The input of physical and occupational therapists will be essential for making decisions about carrying, handling, and positioning children with altered motor development (Crocker, 1989).

At certain times, isolation in a home-bound or hospital setting may have become necessary (Coose, 1989), for example, when the student needs to be removed from school for his or her own protection from common childhood outbreaks of chickenpox or influenza (CDC, 1992). Hospi-

(Continued on Page 19)

Call for Nominations of Officers/Representatives

The following positions in the New York State Federation will become available for the 1994-95 school year: **Vice-President, Governing Board Representative, Regional Representatives for Buffalo, Rochester and Long Island (Nassau and Suffolk).**

Tenure and Responsibilities of Each Office

1. **Vice-President:** The Vice-President shall be elected for a one year term. He or she shall automatically succeed to the office of President-elect and at the end of the one year period in that office, will complete the third year in elected office as President. The major responsibilities of the Vice-President include serving as the State membership chairperson, coordinating the activities of the Regional representatives, serving as a liason between the Executive Board and local chapters, and participating as a voting member of the Executive Board and the Executive Committee.
2. **Governing Board Representative:** The Governor shall be elected for a three year term. He or she will be responsible for attending all meetings of the Board of Governors called by International CEC in Reston. At these meetings and at the annual convention, the Governor will represent the New York State Federation, in all decisions affecting CEC and its members. The Governor will provide the President at each NYS CEC Executive Board meeting with a report of all activities conducted within the period between meetings.
3. **Regional Representatives (3): a Regional Representative is elected for a three year term. She or He will serve as a member of the Executive Board and serve as a consultant to CEC Chapters within the region in all matters pertaining to the New York Federation. This includes coordinating the organization and development of new CEC Chapters. The Regional Representatives will also serve on the membership committee, and serve on the Appeal Board of the New York Federation.**

Please send the blue nomination form by May 30 to: Please copy as needed:

Dr. Marsha H. Lupi, *Chair*
Department of Special Education
Hunter College-913W
695 Park Avenue
New York City, New York 10021

New York State CEC 1994 Awards for Excellence in Teaching, Leadership, and Community Service

The New York State CEC Federation invites its membership and leaders of educational organizations, school districts and other interested citizens to nominate candidates for excellence in teaching, leadership and community service.

Candidates should be exceptionally skilled, dedicated and commited to children and youth will disabilities. Criterion for each award category is listed on the blue nominating form. Please copy as needed.

All nominating forms and any supporting material should be sent by May 30, 1994 to:

Dr. Marsha H. Lupi, *Chair*
Department of Special Education
Hunter College - 913W
695 Park Avenue
New York, New York 10021

New York State CEC
Candidate Nomination Form

Position for which nominated _____

Name of Candidate _____

Present Position _____

School, Agency, Organization _____

Brief Statement Summarizing Candidate's Qualification for Position (include, if possible, educational history, related employment or volunteer experiences, or any information that will provide a good profile of candidate).

Nominator _____

Address _____

Phone _____

Return to:
Dr. Marsha H. Lupi, *Chair*
Dept of Special Education
Hunter College-913W
695 Park Avenue
New York, New York 10021

New York State CEC Federation
1994 Nominating Form
Excellence in Teaching

Award Criteria: The nominee shall:

1. be currently employed as either a special education teaching professional, or a regular educator involved in collaborative programming for students with disabilities
2. demonstrate outstanding contributions and support to the education and school life of students with disabilities and special education continuum of programs.

Person Nominated _____

Present Position _____

School or Agency _____

Evidence of Excellence in Teaching (a description of unique activities, projects and responsibilities which qualify this person for this award)

Nominator _____

Address _____

_____

Phone Number _____

Return by May 30 to:
Dr. Marsha H. Lupi, *Chair*
Department of Special Education
Hunter College-913W
695 Park Avenue
New York, New York 10021

New York State CEC
Excellence in Leadership Award

Award Criteria: The nominee shall:

a. currently have responsibilities in administration, supervision, or hold a major office in a recognized organization or agency for children and youth with disabilities. **Classroom teachers and other non-administrative personnel are not eligible for this award.**

b. demonstrate excellence in performing their administrative/organizational responsibilities with a strong emphasis on creating an atmosphere of inclusion of all students with disabilities, advocating parental and students rights under the **Americans with Disabilities Act,** and generally assuming a leadership role within their environment.

Evidence of Excellence in Leadership (a description of unique activities, projects, and responsibilities which qualify this person for this reward).

Nominator _____

Address _____

_____

Phone Number _____

Return by May 30 to:
Dr. Marsha H. Lupi, *Chair*
Department of Special Education
Hunter College-913W
695 Park Avenue
New York, New York 10021

New York State CEC
Excellence in Community Service

Award Criteria: The nominee shall

a) be a **non-teaching** individual who exhibits a strong commitment to the well-being and enhanced quality of life for children and youth with disabilities.

b) be involved in activities related to assisting the disabled citizen to enjoy and participate more fully in his or her community (i.e. volunteering at a recreation program, fundraising, supplying free beverages or food)

Nominee _____

Present Position _____

Description of Community Service:

Nominator _____

Address _____

Phone _____

Return by May 30, 1994 to:
Dr. Marsha H. Lupi, *Chair*
Department of Special Education
Hunter College-913W
695 Park Avenue
New York, New York 10021

Gardner Article Continued From Page 13

tal and home-bound children with HIV/AIDS are entitled to the same educational services as provided for other children within this category (CDC, 1992).

It is not uncommon for an HIV-infected child to be moved from a part-day program to a full-day program to a home or hospital-based program and back to school again, all within a single year; Seidel (1992) suggested procedures for programmatic adjustments for this population be streamlined.

Early Intervention

Public Law 99-457 establishes a program to provide early intervention services to handicapped or developmentally delayed infants and toddlers, which is one of the populations being dramatically affected by the AIDS epidemic (Byers, 1989). The results of several pilot programs bear out the value of early intervention strategies. For example, at the Mailman Center for Child Development in Miami, Seidel (1992) re-evaluated a representative group of 30 young children with HIV after one year of program participation. An average of 31 percent of the group showed gains of at least one standard deviaiton in cognitive, motor, and communication skills, 51 percent of the group remained stable, and only 18 percent of the group showed a decline of at least one standard deviation in that time. A typical home-based service component of the program may provide, on a weekly basis:

> Three hours of stimulation from an early intervention teacher; one or two hours of physical therapy (PT) depending on need; one hour of special work services for parent and child; one hour of occupational therapy (OT) depending on need, and one hour of speech-language therapy (SLT) depending on need (Seidel, 1992, p. 4).

The program has also resulted in the design of a comprehensive service delivery model to be adapted and used by other service providers. It is advised that general developmental stimulation be initiated *before* HIV-related symptoms surface, in order to minimize or prevent the virus's effects (Seidel, 1992).

This approach also has been undertaken at the Baltimore City Head Start program in Maryland, where as of 1993, 70 children with HIV infection and their families were being served under an Innovative Project grant from the Head Start Bureau (C. Siegel, personal communication, August 24, 1993). In addition to offering developmental intervention, the program is designed to stimulate community education in the prevention of HIV (Crites & Siegel, 1990).

Multi-agency Delivery of Services

A common factor in most pilot programs is the use of multi-agency systems. It is recommended that these services be part of all educational and developmental strategies for HIV-infected children. This is because, in addition to the toxic influence of HIV on the brain, developmental delay is further hindered by social isolation and family stress of the type that is often encountered when dealing with HIV and AIDS. The child may express emotional and behavioral problems as well. Parental drug use, financial hardship, and chronic illness and death of infected family members are often found in families which experience HIV-infection (Cohen & Diamond, 1992; Crites & Siegel, 1990; Crocker, 1989).

Diamond (1989) added the educational system and substance abuse programs to the list of support services recommended for children and their families by the Second National Conference on HIV Infection and Developmental Disabilities. The list also includes health agencies, developmental disabilities agencies, social services, and foster care agencies. Many school systems already have access to some or all of these components. Crocker (1989) has recommended a single staff person be assigned as a family's contact across settings to coordinate services. By providing multi-agency support to children and their families, it is felt that ultimately, the children will perform better in educational settings (Rudiger, Crocker, & Cohen, 1990).

Conclusion

Children infected with HIV and AIDS are entitled to an education. However, the lethal implications of HIV have caused the effort to come into question. Henggeler, Melton, and Rodrigue (1992) responded:

> A plausible argument can be made. . .that children who are nearly certain to die in childhood should be given only whatever care is likely to make their life more comfortable . . .It should be noted, though, that such an argument may be based less on concern for the welfare of children with HIV infection than on prejudice. Overtly, it is based on an assumption that the experiences that are valuable to children in general are not so valuable to children with a life threatening illness - an idea that may have merit in some cases but that also may be a denial of the needs and feelings of a group for whom some may simply not wish to invest resources (pp. 103-104).

The HIV-infected child's education is subordinate to the physical crisis in which he or she is embroiled (NYSED, 1992). Otherwise, school can be a welcome and reassuring part of the child's life, and even a source of therapeutic intervention in the course of the child's illness. Byers (1989) stated, "The issue for educators is no longer whether children with AIDS should be allowed to attend school, but what educators can do for the children with AIDS who attend school" (p. 13). She contended several questions remain to be answered, for example:

- To what degree will children be able to recover from the various types of brain damage incurred, once the immunodeficiency symptoms are alleviated?
- Are current neuropsychological assessment instruments adequate to determine special services the child will need?
- What resources will school systems need to serve the pediatric AIDS populations?
- Will the current service systems be adequate or appropriate?

In the State of New York, it is expected significantly more new AIDS cases will occur in the next five years than have occured in the past decade (New York State Education Department [NYSED] 1992), particularly in urban areas such as New York City, where a disproportionate number of children with HIV infection are found (Seidel, 1992). Specific educational treatments for children with HIV and AIDS await further research, and this appears to be the ultimate challenge for special educators (Byers, 1989).

References

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(Continued on Page 23)

Behavioral Intervention Strategies for Parents of Children with Autism

Presenters:
Patricia Kennedy
Christine Schweers
Deanna Walsh

Behavioral techniques have been proven, through research, to be both effective and efficient in helping parents to learn ways to increase/decrease the behaviors of their child with autism. The behavioral techniques that will be discussed include positive/differential reinforcement, time-out, and the token economy system.

Parents are the most important people in the long term struggle to help their child obtain as much independence as possible and lead a life of fulfillment. This presentation maps out practical behaviorial intervention strategies for parents to use with their child who has autism.

All examples of implementation have been derived from the case study of a 13 year old boy with autism named S. He exhibits many behavior patterns commonly associated with the syndrome:

- has great difficulty learning
- resists learning
- hyperactivity (has difficulty remaining in his seat)
- is intolerant of changes in routine
- hits others and is destructive at times (throw toys)
- repetitively flicks objects in front of his eyes
- makes little eye contact
- obsesses on single topics (i.e. constant talking about food and movies)
- appears socially withdrawn

In implementing a home-based behavioral program, you must first define the behaviors you want to modify. For example: Increase S's sitting in seat during meal time. The potential reinforcers/rewards must be identified for the child. For example: Allowing him to flick an object in front of his face for five minutes.

Positive Reinforcement: the application of a positive stimulus (reward) immediately following a behavior which increases or maintains the likelihood of that behavior occurring again. For example: S remains in his seat during the first ten minutes of dinner- he is then given a food magazine to look at for five minutes. "Great job S., you're sitting in your seat, you may look at your food magazine until the bell rings."

Differential Reinforcement: the application of a positive stimulus immediately following a behavior that is different from the targeted behavior. For example: S goes a half hour without hitting anyone, he may then have ten minutes (using a timer) to flick an object. "S., I'm so happy to see that you're not hitting anyone, you can have flicking time until the bell rings."

Time Out: The purpose of time out procedures is to simply remove social reinforcement from the child until the behavior changes. For maximum effectiveness, time-out must be an infrequently used part of a well-planned system of discipline, one that emphasizes and rewards good behavior as well as punishes misbehavior. Time-out periods should be brief and their termination timed to fit in with the child's change of behavior.

To create high-quality time-in and effective time-out family members must be brought together to discuss appropriate and inappropriate family behaviors. The focus should be to create several clear, simple rules that can be written on a large sheet of paper. This paper can be displayed in a place in the house that is easily accessible and seen by all family members such as: the kitchen, or hallway. In the case of a child with autism, there may also be pictures depicting each right or wrong situation enhancing the written rules. Having a clear list of family rules, with very specific do's and don'ts, not only empowers the child to develop a concept of right and wrong but also does what every behavior strategy is designed to do. It establishes external boundaries to help children develop internal boundaries (Bavolek, 1992). Children are more likely to adhere to boundaries they help create.

The key to effective time-out is a positive "time in". Rather than focusing on children only when they've done something wrong, give them the benefit of your praise and attention when they've demonstrated good behavior (Bavolek, 1992). Most behavioral treatment programs include clear instructions to the child, prompting him to perform specific behaviors, immediate praise and rewards for performing those behaviors, a gradual increase in the complexity of reinforced behaviors, and definite distinctions of when and when not to perform the learned behaviors (Bower, 1990).

Time-out should be reserved for inappropriate social behaviors such as biting, hitting, and other actions that involve harming someone. For the most effective time-outs, Bavolek (1992) recommends the following steps:

1. **Model and expected behavior:** Children must have an understanding of what time-out is and how they should behave during time-out. The purpose of time-out must be; explained to the child, and also demonstrated on how they are to behave during a time-out session.
2. **No Warning:** If your child commits a serious violation, such as hitting another child, you must act quickly. The quicker you can draw a parallel between the cause (the inappropriate behavior) and effect (the consequences) the quicker your child will realize that some behaviors will not be tolerated.
3. **Explain the consequences:** Emphasize that your child has chosen to break an important rule, the consequences for him is to have a quiet time-out before he can rejoin the family.
4. **Act immediately:** Once a time-out has been initiated, ignore all promises, arguments, and pleas. Stay in the designated area with your child but don't increase his mortification by allowing brothers or sisters to hang around during the punishment.
5. **Praise the effort:** The moment after a child completes time-out, praise his cooperation. Do not mention the infraction again. Once time-out is finished, let him know that you appreciate his effort and cooperation; then it is time to move on.

(Continued on Page 21)

Kennedy, Schweers, Walsh Article Continued

6. **Start fresh:** Redirect your child by helping him get started with a new activity. Build a block tower, go for a quick walk, do anything pleasant to show that after a quiet time-out, life goes on.

Token Economy: A token economy is a systematic method for programming reinforcement. A token system is based on items symbolizing actual reinforcers. Token systems can assist with motivational and management in school and/or at home.

Rules for Developing a Token Economy System

1. Select the target behavior. This is the behavior that is to be increased or decreased. Some examples of target behaviors are.
   - picking up toys
   - keeping hands to self
   - staying seated
2. If possible, try to present the target behavior and the token economy system to your child by explaining the rules and procedure. Make the explanation POSITIVE. Any negative emphasis can lead the child in trying to challenge or defeat you. An example of explanation could be: "S., if you stay seated through dinner, then you will get a sticker on your chart."
3. Post rules where your child is able to see them. Review the rules frequently with your child.
4. Select an appropriate token that can be exchanged for a reward from the menu. For example:
   - points
   - stars
   - poker chips
   - play money
   - check marks
   - stamps
5. Create the reward menu. Rewards used will depend on the individual child's preference. If your child cannot read, try to adapt the reward menu by using pictures that he or she can point to.
   - watching a movie
   - free time alone
   - a snack
6. Post the reward menu where it will be visible. Your child will be making selections from this menu.
7. Implement the token economy. Start the system on a limited basis so your child does not become confused. Any questions your child may have should be answered. The token behavior chart should also be posted.
8. Provide immediate reinforcement for acceptable behavior. Tokens should be given at an appropriate time. The rewarding should be immediate and consistent. An example: "S., you put your toys away after playing with them, what a great job, you deserve a sticker!"
9. Set aside a certain time each day for tokens to be exchanged for a reward.
10. Revise the reward menu frequently so your child does not become bored.

Positive/Differential Reinforcement, Time-out, and Token Economy System are several behavioral techniques available to parents of children with autism. Many of the ideas that have been discussed, can be tailored to meet the specific needs of each family. If implemented correctly, they can be beneficial and practical ways to modify inappropriate behaviors.

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James Crawford Keynote Speech

(Continued From Page 5)

children who entered the Fairfax program at ages 5 through 7 performed poorly–in English reading, language, and math–as compared to those who arrived at ages 8 through 11. The latter cohort soon overtook the former in English, even though they had been in the United States for a shorter time (Collier, 1987). What accounted for the difference? The older group had some schooling back home, and had learned to read *in the native language.* This confirms another hypothesis advanced by Cummins (1981): that there is a "common underlying proficiency" – literacy, for example – that transfers between languages. Bilingual instruction is not a diversion from English; to the contrary, it supports second-language acquisition.

Another important benefit, which shouldn't be overlooked, is that developmental bilingual programs are successful in promoting fluent bilingualism far more than traditional foreign-language instruction. Such skills are a valuable asset not only for the individual student, but for the nation as a whole.

Myths about bilingualism have very real consequences. LEP children will be guaranteed appropriate assessment and appropriate instruction only when second-language acquisition is better understood, not only by policymakers but by educators–administrators, teachers, counselors, and psychologists. What's more, we need a reorientation in the way we look at language diversity. Bilingualism is not merely a problem; it's also a resource, a set of valuable skills that the nation sorely needs today. The sooner we learn that, the sooner we will be able to distinguish language barriers from real learning disabilities. And the sooner these children will receive the equal education they deserve.

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James Crawford, former Washington editor of **Education Week,** is author of **Hold Your Tongue: Bilingualism and the Politics of "English Only"** (Addison-Wesley, 1992) and **Bilingual Education: History, Politics, Theory, and Practice** (Bilingual Educational Services, 1989, 1991), and editor of **Language Loyalties: A Source Book on the Official English Controversy** (University of Chicago Press, 1992).

Materials Review
Attention Deficit Disorders Evaluation Scale (ADDES)

Complete Kit $159.00
Stephan B. McCarney, Ed.D.
Hawthorne Educational Services, Inc.,
800 Gray Oak Drive
Columbia, Missouri 65201
(314) 874-1710

The identification, diagnosis, placement and planning for children and adolescents, with or without hyperactivity, has become a realistic challenge to educators, psychologists, physicians, and parents. Educational modifications, both academic and behavioral, are becoming necessary procedures to incorporate in order to meet the diverse needs of children in school. Currently, the reliance on the special education system to support the majority of specific needs is under fire, as professionals reinforce the original intent of the special education system. That is, specially designed instructions which is incorporated to meet the student's specific needs. This does not support the illusion that special education is a place or location. As the trend continues to be developed to identify and remediate unique student needs within the least restrictive environment, the necessity to utilize appropriate identification and intervention strategies becomes paramount. A multimodal treatment intervention package appears to be effective to implement in order to meet the needs of students with Attention Deficit Disorders (ADD), with or without hyperactivity. Therefore, it becomes useful to begin the identification and diagnosis process in a consistent, reliable, and valid manner. A key to this consistency relies on objective, ethical, and thorough direct observation of behaviors across setting.

ADDES materials begin to address needs which are expressed by parents and practioners. Materials forwarded for review include the following components:

- **Pre Referral Attention Deficit Checklist**
- **Pre Referral Intervention Strategies Documentation Forms**
- **The ADD Evaluation Scale Technical Manual-School Version**
- **School Version Rating Forms**
- **The ADD Intervention Manual - School Version**
- **The ADD Evaluation Scale Technical Manual-Home Version**
- **Home Version Rating Form**
- **The Parents' Guide to ADD**

(A computerized scoring program and intervention manual were not included for review, however, the hand scored versions are easy to use, therefore not needing comment on the computerized components).

These scales are utilized for students ranging in age from 4.5 to 20 years. Scale items are directly related to the American Psychiatric Association's DSM-III-R manual, a unique characteristic among behavior scales. This area will need to be addressed with the most current revision of the DSM III-R in order to evaluate this quality. The scales are quick to complete, approximately 15 to 20 minutes for each area, home and school. Specific training is not necessary to

These scales are utilized for students ranging in age from 4.5 to 20 years. Scale items are directly related to the American Psychiatric Association's DSM-III-R manual, a unique characteristic among behavior scales. This area will need to be addressed with the most current revision of the DSM III-R in order to evaluate this quality. The scales are quick to complete, approximately 15 to 20 minutes for each area, home and school. Specific training is not necessary to possess before implementation, however, an overall review and recent knowledge (within 30 days) of student behavior must be utilized. A brief outline of the ADDES materials follows.

Pre Referral ADD Checklist
- demographic data entry
- specific knowledge of student, including familiarity information
- comment section
- 60 behaviors to score based on direct observation

Pre Referral Intervention Strategies Documentation Forms
- demographic data entry
- student history section
- concerns and interventions section

The ADD Intervention Manual – School Version
- 204 pages (inclusive)
- Introduction-relation to evaluation scale
- includes goals, objectives, and interventions for behaviors within evaluation scale
- clearly stated interventions
- appendix
- index

The ADD Evaluation Scale Technical Manual – School Version
- 43 page (inclusive)
- introduction
- reliability and validity data
- administration and scoring
- interpretation of results
- references
- appendix

The ADD Evaluation Scale – School Version
- demographic data entry
- student score profile
- 60 behaviors to score across a 5 point scale (identifying behaviorial frequency)
- guidelines for student rating

The ADD Evaluation Scale – Home Version
- brief demographic data entry
- student score profile
- 46 behaviors to score across a 5 point scale (identifying behavioral frequency)
- comment section highlighting primary problems observed within the home

The ADD Evaluation Scale Technical Manual – Home Version
- 44 pages (inclusive)

(Continued on Page 23)

ADDES Review Continued

- reliability and validity data
- administration and scoring
- interpretation of results
- references
- appendix

The Parent's Guide to ADD

- 157 pages (inclusive)
- introduction
- Behaviors and solutions
- appendix
- index

The ADDES provides a useful link among the areas of Pre Referral information, diagnosis, and intervention. A caution must be emphasized that, as with any scales and manuals, an ethical obligation exists to utlilize materials as a part of the process, not as arbitrary and isolated final information regarding a problem. Within the parent's guide to ADD (a name which should be consistent with the schoo! version intervention manual) alerts the user to an important caution. As opposed to the term interventions, the guide boasts solutions. This needs to be addressed in order not to falsely suggest that all interventions will result in solutions. This idea could further reinforce parental failure which erroneously is frequently felt. It is believed the choice of these words was to facititate user friendly terms but is felt to be misleading. The ADD Evaluation Scale Version Form should incorporate a comment section.

Overall, ADDES appears to be a useful tool to use when dealing with children and adolescents with ADD (with or without hyperactivity). Current practioners have expressed positive responses toward the materials. The ADDES components may be purchased individually or as a kit which assists with fiscal issues. Teachers would utilize materials, especially those new to the profession. The scales allow comment on a variety of objective behaviors, however, consistent direct observation must occur.

Reviewed by:
Gina R. Scala, Ed.D.

Dr. Scala is an Assistant Professor in the Department of Special Education and Rehabilitation at East Stroudsburg University, East Stroudsburg, Pennsylvania.

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Gardner Article Continued From Page 19

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Federal News

BUDGET INCREASE

February 8, 1994 -- The amount President Clinton has appropriated for special education and rehabilitative services in FY 1995 has increased by 6%, with the largest increases going to IDEA Parts B and H, and preschool grants under Section 619. The percentage increase for special education was well over the rate of inflation.

Under Part B, the amount the President appropriated in FY 1995 is $2,353,154,000 (which includes $82,878,000 from the Chapter 1 Handicapped Program), compared to $2,149,686,000 for this year. Under the preschool program, which received an 8.25% increase, the amount appropriated for FY 1995 is $367,268,000, as compared to $339,257,000 for this year. Part H, grants for infants and their families, received a 14.97% percent increase, going from $253,152,000 to $291,125,000. From the Chapter 1 Handicapped Program, an additional $34 million was appropriated as well, for a grant total of $325,125,000.

No funds were requested for the Chapter 1 Handicapped Program; the government is proposing that all children previously served under this program will now be served under the IDEA.

The budget request for the Part B, Grants to States program reflects an increase of $120.5 million to provide services to an additional 151,000 children, for a total of 5.4 million children. The requested figure maintains the federal contribution at 7% of the excess costs of educating children with disabilities. The Average Federal Share per child is estimated to be $436.

Although the total amount appropriated for the Special-Purpose funds did not change from FY 1994 to 1995 in the President's proposal, several programs lost funds while others gained a corresponding amount. Contact CEC for a specific breakdown.

DODD/SIMON AMENDMENT DEFEATED IN SENATE — Senate Leadership Says It's NOT GIVING UP!!! March 23 -- Reston, Va. -- The Amendment to the Senate Budget Resolution sponsored by Senators Dodd and Simon was defeated on the Senate floor this afternoon, by a vote of 65 to 33. The Amendment would have transferred $6 Billion in funds to special education programs in the first year, and -- a recent addition to the Amendment -- $40 Billion over the next 5 years. The funds would have been transferred from the Dept. of Defense's Mill Star program, as well as funds from the Dept. of Intelligence. Although it was defeated, Senator Jeffords, a strong supporter of the Amendment, has voiced his committment to increasing special education funding, and has vowed to try to obtain funding through other approaches. CEC will be working with him on this important effort. CEC THANKS EVERYONE who activated their in-state networks to call their Senators urging them to support this Amendment!! We heard from the Senators' staff that they were inundated with calls over the past few days!! Those calls, in all probability, swayed many Senators to vote positively for this Amendment!!! And, as we mentioned earlier, Senator Jeffords IS NOT GIVING UP, If you have any questions about this amendment, please call CEC's Department of Public Policy at (703) 264-9410.

WE NEED YOUR PERSONAL STORIES!!!

Reston, Va. -- March 29, 1994 -- As you know, the federal government has never fulfilled its promise to contribute 40 percent of the special education program costs. By increasing
federal dollars for the education of students with disabilities,an Amendment like the one Sens. Simon/Jeffords/Dodd offered to the Senate Budget Resolution would have provided needed resources to assist state and local communities in meeting their legal responsibilities. Although the Amendment described above was ultimately defeated,we cannot give up! We must strengthen our position before Congress and make the best case possible for additional special education funding!! Thus, we need your input and experience. Please send us any personal stories you might have about the various aspects of special education programs. We are not looking for long documents, only 1-2 pages that will communicate real-life stories to our policymakers. 1) Send us your success stories! How has special education successfully affected the life experiences of someone you know who has a disability? 2) Provide a story showing the vast need for additional special education services; i.e., a "horror" story about what could have been accomplished if appropriate funding were available. Again, the stories (both examples) could be kept to one or two pages -- or, make them longer, if you prefer. We really need these examples to support our case for additional specialeducation funding!!! Please send your stories to Jacki Bootel at CEC Headquarters: The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. If you have any questions about what we're looking for, please call Jacki or Cassandra Rosado at (703) 264-9410. Thank you for all of your help!!!

HOUSE SUBCOMMITTEE ON SELECT EDUCATION AND CIVIL RIGHTS

They held two hearing on the reauthorization of IDEA. Major Owens from NY is the chairperson of that subcommittee. See related comments under CEC News.

REGS FOR REHAB ACT AMENDMENTS ARE PUBLISHED

FEBRUARY 28 -- The Office of Special Education and Rehabilitative Services (OSERS) has issued final regulations implementing numerous technical amendments to the Rehabilitation Act of 1973 made by the Rehabilitation Act Amendments of 1992 and 1993. The final rules, published in the Federal Register on February 18, 1994, incorporated a number of technical changes that include terminology and definition revisions in accordance with current, socially accepted language. The technical changes also involve adjustments to application requirements, project priorities, and administrative cost limitations. The addition of a new provision requires all programs and projects that are funded under the Rehabilitation Act to report outreach efforts designed to identify and serve individuals with disabilities who are minorities.

The regulations reflect amendments made to programs

(Continued on Page 25)

including: the State Supported Employment Services Program, the Vocational Rehabilitation Service Projects, Protection and Advocacy of Individual Rights, Rehabilitation Training, and a number of Special, Service, and Demonstration projects. For further information, contact Beverlee Stafford at OSERS, (202) 205-9331.

REAUTHORIZATION OF THE TECHNOLOGY RELATED ASSISTANCE ACT

During the week of February 7, both the House and the SEnate passed a conference version of a bill to reauthorize the Technology Related Assistance for Individuals with Disabilities Act of 1988. The "Tech Act" is intended to increase the availability of, funding for, access to, and provision of assistive technology devices and services to individuals with disabilities. The program is authorized $50 million for FY 1994 and such sums as necessary for FY 1995 through FY 1998. The conference bill authorizes grants form $500,000 to $1.5 million to States to support increased access to assistive technology. This long awaited reaurthorization legislation has been sent to the President for his signature and was signed into law on March 9th.

SENATE PASSES SCHOOL TO WORK TRANSITION LEGISLATION

February 8, 1994 — The Senate passed its version of the School to Work Opportunities Act. The bill authorizes $300 million for FY 1995 for development grants and implementation grants to States. States would then use at least 65% of their grant to make subgrants to local partnerships. The Secretaries of Education and Labor could also make direct grants to local partnerships. The House passed its version of the bill last year. The two bills will be conferenced sometime this month after Goals 2000 legislation is signed. In order for both to receive funding under FY 1994 appropriations they must be signed into law by April 1. CEC has been working with the Consortium for Citizens with Disabilities in making recommendations to the conferees.

HOUSE COMMITTEE REPORTS REAUTHORIZATION OF ESEA

February 8, 1994 — The House Committee on Education and Labor reported H. R. 6, reauthorizing the Elementary and Secondary Education Act (retitled the Improving America's Schools Act). The Subcommittee on Elementary, Secondary, and Vocation marked up the bill on February 1. The bill reauthorizes most elementary and secondary programs, including the Gavits Gifted and Talented Education Program, Chapter 1 services for disadvantaged children, and the Bilingual Education Act. The bill also includes language amending IDEA to fold the Chapter 1 State Operated program (P.L. 89-313) into IDEA Parts B and H. The House is marking up the bill now and the Senate is currently conducting hearings on ESEA, hoping to mark up the bill by mid May.

HEALTH CARE REFORM

Although there are many opinions concerning the Health Care Reform, individuals with disabilities need a guaranteed set of universal health benefits. During 1002, 38.5 million Americans under the age of 65 had no health insurance, 17 million of these were children. In addition insurance often fails to cover necessary preventative and treatment services. People with disabilities are disproportionately represented among those who are uninsured and under-insured. Our current health insurance system fails persons with disabilities through pre-existing conditions exclusions, exorbitant premiums, annual and lifetime limits on health services, and a lack of coverage for health-related services such as rehabilitation and assistive technology. Write or call your representative. You may reach them by calling the Capitol switchboard at (202) 225-3121 or by writing to:

The Honorable _____
The Honorable _____
U.S. Senate
U. S. House of Representatives
Washington, DC 20510
Washington, DC 20515

YOUR OPINION DOES COUNT!!

Just as an example of the work CEC does on behalf of your efforts, I have included a scenario of a real live event. In addition, this example personifies the need for a network of concerned special educators in New York State. Some of you will receive a letter from me in the near future, other interested individuals should contact me directly.

Gorton's Goals 2000 Amendment Overrides IDEA on Discipline Issue. On February 3, 1994, Senator Slade Gorton from Washington sponsored an amendment to Goals 2000 that read:

Not withstanding any other provision of federal law, no federal law shall prevent an elementary/secondary school from implementing and carrying out disciplinary actions necessary to create an environment conducive to learning."

This amendment would override guaranteed protections that students with disabilities currently have under IDEA. CEC encouraged individuals to contact their Senator and urge him/her to vote AGAINST this harmful amendment!!! In addition, CEC wrote a letter directly to all Senators to urge their opposition to this amendment.

On the Senate floor the morning of February 4, Senator Gorton noted that due to the many calls his office has received from the disability community protesting the amendment, he has added an exception "for education and civil rights protections applying to individuals with disabilities." This would apply to those children covered under both the IDEA and Section 504!!!!

This shows that all of our phone calls and hard work do pay off!!! Thanks to everyone who called their Senators to protest this amendment.

NATIONAL SERVICE NPRM AVAILABLE

As many of you know, the National and Community Service Trust Act of 1993 passed both houses of Congress and was signed into law by President Clinton on September 21, 1993. The Act established the Corporation for National and Community Service, whose mission is to engage Americans of all backgrounds in community-based service. The Commission recently issued a set of proposed regulations outlining the conditions under which federal monies will be granted to the States.

Three main programs are established via the Act; two smaller programs focus on service-learning and one larger program, AmeriCorps, provides educational rewards in exchange for substantial or full-time service. The

(Continued on Page 26)

service-learning programs are structured to engage school-age youth and students of all ages in activities to help meet unfulfilled service needs. The K-12 school -- or community-based service learning programs, as well as the Higher Education service-learnjng program are to provide participants with "structured, sometimes curriculum-based opportunities to reflect on and learn from their service experiences..."

The new AmeriCorps is established to support participants' service efforts that provide direct benefit to the community. The activities must address educational, public safety, human, or environmental needs; participants will receive an educational award, a living allowance and could be eligible for child care and health care. There is a maximum set of two service terms.

Funds are distributed to states via three distinct mechanisms. First, one-third of the allocation to eligible State applicants will be determined on a population-based formula. For FY 1994, the Corporation estimates this amount to be $51.8 million. The second one-third is distributed to States on a competitive basis. Finally, the remaining funds will be directly distributed by the Corporation to public or nonprofit organizations, institutions of higher education, and federal agencies, etc. on a competitive basis.

In order to concentrate national efforts on addressing certain service needs, the Commission proposes to establish and periodically review national priorities. For FY 1994, two national priorities were established for the Education issue area:

1) School Readiness: furthering early childhood development; and

2) School Success: improving the educational achievement of school-age children.

Individual States are to establish, via their State plans, and periodically alter their own priorities.

The proposed regulations establish several mechanisms for addressing populations with special needs. Any AmeriCorps program must meet certain minimum program requirements which include: provision of reasonable accommodation based on the need of a participant (AmeriCorps programs may apply for additional funding assistance to recruit and place participants who have disabilities), and agreement to include participants of different races and ethnicities, socioeconomic backgrounds, as well as individuals with disabilities. Additionally, all AmeriCorps programs must provide participants with the training, skills and knowledge necessary to perform the required tasks.

The NPRM was published in the Federal Register, Vol. 59, No. 13 on January 7, 1994.

CEC News

COMMUNITY INITIATIVES TO IMPACTEDUCATION

A new federal initiative will play a large role in the Administration's community development agenda, and the schools are expected to play and important part. The Empowerment Zone and Enterprise Community Initiative will designate 104 rural and urban communities across the nation to receive grants for coordinated community development efforts. The planning and implementation for these development projects must involve a wide range of community agencies and organizations, including schools and institutions of higher education.

In a recent statement, Education Secretary Riley noted that the goals of the Community Initiatives are closely aligned with those of the Department and the National Education Goals. Secretary Riley cites numerous efforts that currently strengthen the ties between schools and communities: school building that stay open after hours to provide "safe havens" for children, coordination of social and health services so that children can receive necessary food, clothes, medical care, and partnerships of community colleges and high schools to provide innovative dropout prevention and job training programs. Educational institutions are important partners in revitalizing economically distressed communities. For more information call the Department of Education at 1-800-USA-LEARN.

CEC DOCUMENT SPURS DISCUSSIO ON IDEA REAUTHORIZATION

The Council for Exceptional Children (CEC), with its eye on the future reauthorization of the Individuals with Disabilities Education Act, is hoping to spur a national dialogue about the issues surrounding the reauthorization. CEC has released a document that looks at the "pro's and con's" of various aspects of the current law, including the flow and use of federal and state funds, paperwork, assessment, procedural safeguards, and others.

The document is not meant to reflect CEC's position on these issues. However, due to the myriad teachers, administrators, and children with disabilities who are affected by this legislation, CEC felt it important to get underway with the process of obtaining input on the reauthorization from the field.

CEC's Executive Director, Dr. George E. Ayers, composed a letter describing the CEC document. Although space does not allow the total contents of the letter be printed, excerpts include:

. . . As the Congress commences deliberation on the reauthorization of Parts C through H of IDEA, we are given an opportunity to evaluate how well all of the programs in IDEA are serving students with disabilities.

In that context, CEC believes that the fundamental rights and protections for children and their families, as well as the basic fiscal and administrative mechanisms contained in Parts A, B, and H of IDEA are sound, have stood the test of time, and should remain untouched. At the same time, we believe that further refinements and fine-tuning may be in order so that children and their families may be better served in the context of evolving realities of the American school and community and the corresponding evolution known as school reform.

CEC also believes that it is incumbent upon all of us to take full advantage of what we have learned in this 20-year period which might lead to improvements in the IDEA.

This document is not a statement of CEC's recommendations to the Congress and the Department of Education. This document is a discussion of the issues and the reader will note that each item offered is carefully treated as a question. The reader will further observe that in most instances, CEC has commented on the "pro's" and "con's" of a particular question. This document has been

(Continued on Page 27)

prepared to focus and, thereby, facilitate the national dialogue and to facilitate further input from the units of CEC. The material represents approximately 18 months of formal and informal input to CEC's Department of Public Policy, including advice and guidance from the CEC Advocacy and Governmental Relations Committee.

CEC will have its formal recommendations in due course, but it is hoped that CEC can nurture a national dialogue which will result in parents, professionals and other advocates speaking with one voice to the Congress and the Department of Education. CEC will encourage executive branch action, rather than legislative branch action, wherever possible.

For a copy of Dr. Ayer's letter or the complete document, "Issues in the Reauthorization of IDEA," contact CEC's Department of Public Policy at (703) 264-9410. In addition, please let your comments and concerns regarding IDEA be known to CEC and your congressional representative. Many question the reauthorization of IDEA. When I was in Washington, it was the most frequent topic of discussion. Write your representatives and invite them to visit your program so they can see IDEA in action.

INCLUSIVE SCHOOLS WORKING FORUM

How can American and Canadian schools support and challenge all students in the context of educational reform? On March 10-13, 1994, at a Working Forum in Washington, D.C., the nations' premier educational associations were brought together by CEC and other associations to build a partnership -- a collaborative initiative, to identify promising practices.

In the first of many activities planned, teams from 12 selected school districts throughout the United States and Canada convened to contribute to the development of a set of "principles of good practice" regarding the essentials of planning and implementation of successful instructional practices for students with disabilities. They also had an opportunity to describe how they have successfully included many students with disabilities into their regular classrooms. Each of these teams briought at least six team members representing the building principal, administrator, general education teacher, parent, and classroom aide/assistant along with school board members, and/or a higher education representative.

The collaborative initiative plans to:

- identify principles of good practice,
- develop a series of video training vignettes,
- design national forums for dialogues on teacher preparation, and
- create a teachers network for sharing information on successful practices in serving students with disabilities in the regular classroom.

The initiative has received support from all participating national associations and a grant from the Computer Curriculum Corporation, a division of the Paramount Publishing Education Group that has supported the use of technology in school systems throughout the country for successfully educating children with disabilities.

THE HOUSE SUBCOMMITTEE ON LABOR-MANAGEMENT RELATIONS

Suana Wessendorf, President of CEC, testified before the House Subcommittee on Labor-Management Relations on children's mental health needs and health care reform. If anyone would like a copy of her testimony or additional information, contact CEC headquarters.

SAFER JOINS CEC

February 8, 1994 -- CEC recently named Nancy D. Safer, Ed.D., to the position of Deputy Executive Director. Under the guidance of CEC's Executive Director, Dr. Safer is responsible for the association's national and international efforts to advance strategic goals and to provide operational leadership in the day to day management and coordination of all departments. She will be responsible for coordinating the work of three departments (Professional Advancement, Public Policy, and Financial Affairs and Operations), as well as for infusing the program areas of Membership, Marketing/PR, and Multicultural Affairs throughout the organization.

New York State News

REORGANIZATION UPDATE REGARDING SPECIAL EDUCATION SERVICES

In a January 1994 mailing to District Superintendents, Thomas Sheldon announced that in its October 1993 meeting, the Board of Regents approved an enhanced management structure for the administration of Special Education Programs and Services which are the responsibility of the State Education Department. Under the new structure, the Office for Special Education SErvices will remain within the Office of Elementary,Middle and Secondary Education (EMS), but will under the administrative leadership of Lawrence C. Gloeckler, Deputy Commissioner of the Office of Vocational and Educational Services for Individuals with Disabilities (VESID). For the purpose of this unique assignment, Deputy Commissioner Gloeckler will report to Arthur L. Walton, Senior Deputy Commissioner for Elementary, Middle and Secondary Education. All other aspects of the existing VESID organization will continue to function in their current manner. This configuration of administering services to individuals with disabilities of all ages, birth through adulthood, mirrors the administration of such services at the federal level under U. S. Department of Education.

Thomas Neveldine will serve as Executive Coordinator for Special Education Services in order to provide the day-to-day management and oversight necessary for the Office's major area of responsibility. In addition to four Special Education Coordinators currently assigned to the Office, additional staff will be assigned to increase the level of support commensurate with the complexity of federal and State requirements which must be managed in this area of Department responsibility. Questions regarding the enhanced administrative arrangement for special education services, should be directed to Lawerence C. Gloeckler at (518) -474-2714.

Final Note: A few of you have called or written requesting more information. Sometimes my answering machine does not work. Please leave your name and a day and evening phone number. If you did not hear from me, my apologies. Please try again. If you have any questions regarding this information, call me at 716-878-5311.

INCLUSION TIMES

FOR CHILDREN AND YOUTH WITH DISABILITIES

This **newsletter** edited by Daniel Sage, Professor Emeritus, Syracuse University, focuses on serving children and youth with disabilities in regular education and other inclusive learning environments.

Inclusion means more than mainstreaming!

Find out about the latest information concerning:

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CEC Pre-Conference Workshops

The New York State Technology and Media Subdivision

Integrating Technology into the Classroom

November 4, 1993

Presenters:
Susan Mistrett, MSEd
Sharon Raimondi, PhD
Bobbe Weiner, PhD

Assistive technology has the potential to increase the independence and participation of children and students with disabilities in educational setting. The pre-conference workshop focused on strategies for the selection and use of low and high technologies within the daily curriculum in order to provide increased opportunities for interacting and learning. Specific issues relating to the use of assistive technology included discussion on federal mandates for its use by students with disabilities, developing IEP goals, the need for awareness activities and information sharing along with increased training needs. Discussion followed a demonstration of desirable software features for increased skill development. Participants concluded that the degree of integration of the technology into the curriculum is dependent on the instructional philosophy of the teacher, his/her comfort level as a user and the availability of appropriate devices and software. The workshop was enthusiastically received, with requests to provide additional information at future conferences.

The New York State DCBD Subdivision

Dr. Thomas McIntyre
Dr. Herb Foster

The workshop presented by the New York Council for Children with Behavior Disorders dealt with cultural issues in special education. Tom McIntyre provided an overview of culture and its impact on school performance. Herb Foster than addressed the streetcorner behavior of urban streetwise youth. He demonstrated the manipulative and aggressive tactics used by youngsters from this subculture before the group discussed preventive and reactive strategies.

After lunch, Tom presented a workshop on commonly found cultural differences in learning style. After the introduction, participants read and discussed short research reviews on learning characteristics often found in particular cultural groups. They then devised instructional modifications for students who display these characteristics. Following the cognitive styles session, Dr. McIntyre led a workshop on commonly seen cultural differences in values and behaviors. Strategies for working **with** rather than **against** a student's cultural training were discussed.

The session ended with a question and answer period. Discussion continued long beyond the official finishing time for the session. Herb and Tom want to thank the 13 wonderful folks who participated for making the session fun and informative for the session leaders too.

Those who were unable to attend the session but would like to obtain workshop materials, should send a **four** stamps and mailing address to Tom McIntyre, Department of Special Education, Hunter College, 695 Park Avenue, New York, NY 10021. To purchase a copy of Dr. Foster's book **(Ribbin, Jivin', and Playin' The Dozens)** on teaching streetcorner youngsters, contact Herb at (716) 634-8463.

Meeting Your Needs with Sharing Success

New York State's *Sharing Success is a comprehensive* dissemination network providing information and access to proven, high quality programs validated by the New York State Education Department. Many of us operate without knowing that other districts and agencies in our own state and throughout the country have already addressed the same needs and developed programs which satisfy those needs. The concept of Sharing Success is based on common sense: that is, *don't reinvent the wheel.* Sharing Success enables schools, districts, community groups and other organizations to solve their often complex problems without "reinventing the wheel" by matching local needs with validated programs.

Sharing Success brings schools and educators with identified needs together with validated programs that meet their needs and provides training with practioners who have developed these programs and are willing to share their success. There are over 500 state- and nationally-validated programs which can be replicated in a substantially short amount of time (several months) and at less than two percent of the original development costs.

To learn more about how *Sharing Success* can meet your needs contact the **State Facilitator, Office of Instruction and Program Development, New York State Education Department, Room 979 EBA, Albany, NY 12234 (518) 473-1388.**

Competencies in Autism for Special Educators

The CASE Project is a four year training grant funded by the Office of Special Education Programs of the U.S. Department of Education. Dianne E. Berkell serves as the Project Director. She is responsible for the overall coordination and management of the project. C. Leonard Davis is the Field Experience Coordinator and has the primary responsibility for planning and coordinating all field experiences, including observations and practica in schools. Filling the position of Administrative Assistant/ Secretary is Melissa Reina, who is also one of the ten graduate recipients.

The CASE Project addresses the critical need for qualified personnel to provide effective educational services for children and youth with autism. It recognizes the need to design high quality preservice personnel preparation programs for low-incidence disabilities. The CASE Project represents a collaborative effort among C.W. Post faculty and field practitioners from the discipline of Special Education, Speech and Hearing, Vocational Education, Counseling, Psychology, Psychiatry, and Educational Technology. In addition, four local educational agencies, and several service delivery agencies participate in the project.

Ten graduate students are enrolled on a half-time basis for a period of two years. The students earn a Master of Science Degree and Special Education Teacher Certification – with a concentration in Autism. A second cycle of ten graduate students will be enrolled for the third and fourth project years. Full tuition remission and a $1000/year stipend are awarded to each scholarship recipient.

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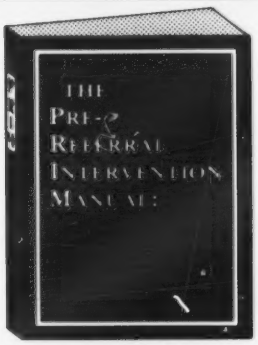

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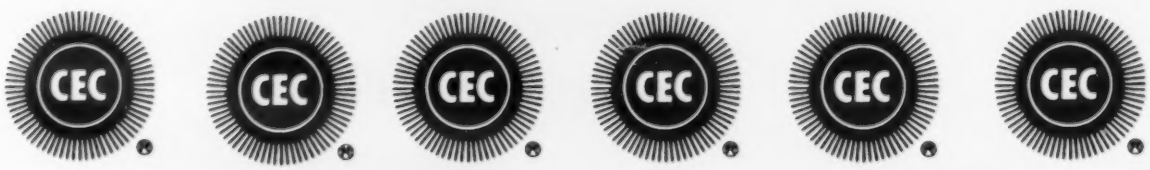

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